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UNIVERSITY OF ALBERTA

COLLEGIAL EXPERIENCES: TEACHERS AND TEACHER-LIBRARIANS WORKING TOGETHER

by

© LORINE SWEENEY

A THESIS SUBMITTED TO THE
FACULTY OF GRADUATE STUDIES AND RESEARCH
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FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "Collegial Experiences: Teachers and Teacher-Librarians Working Together" submitted by Lorine Sweeney in partial fulfillment for the degree of Master of Education.

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This thesis is dedicated to Mom who taught me to value knowledge and to Bill who encouraged its pursuit.

ABSTRACT

Research clearly indicates that collegiality is an important way to help schools change for the better. Rosenholtz's (1989) research firmly links collegiality to the quality and quantity of learning and growth that takes place among teachers. Little (1982) found that school and teacher improvement is achieved when teachers engage in frequent talk about teaching, when teachers observe each other and provide useful feedback, and when teachers plan, designand prepare teaching materials together.

Cooperative program planning and teaching (CPP) provides an opportunity for teachers and teacher-librarians to work together in a collegial manner. CPP provides the possibility for a high level of collaboration among teachers characterized by mutual respect, equal partnerships and shared working values and goals.

The purpose of this interpretive study was to examine and understand the classroom teachers' perceptions of CPP and how this collaborative process affected them as professionals. Categories and themes emerged from data collected through semi-structured interviews with eight classroom teachers as they related their experiences of cooperatively planning and teaching with a teacher-librarian.

What was revealed was that teachers did experience professional growth and learning through the collegial experience of CPP. As well, CPP units often allowed teachers to use creativity and imagination. Participants also found that students benefited from being engaged in CPP units and from working together. Participants discussed visions and understandings of CPP within their schools and related thoughts concerning the teacher-librarian's role and the total school library program.

Cooperative program planning and teaching is not practised in every Alberta school. Questions are raised about CPP being connected to the informal professional culture within a school such as shared goals and a commitment to school purpose. Also addressed in this study are thoughts about change, advocacy and concerns regarding CPP and school library programs in Alberta.

Learning about the teachers' perceptions of CPP has increased understanding of its connection to collegiality within a school and of its benefit to students and staff. Further research is suggested in relation to the nature of working together and of CPP.

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CHAPTER 1

INTRODUCTION

In the summer of 1993 I was a participant in the Summer Institute sponsored by the Faculty of Education, University of Alberta. During Dr. LaRocque's class we discussed the school as a community and the nature and outcomes of collegiality. Our discussions frequently centered on the positive outcomes of collegiality such as energized adult learning, increased commitment, and a strong professional culture. It was then that I asked myself, "Is this the perception teachers have when they work in conjunction with a teacher-librarian?" I began to wonder if the success of cooperative program planning and teaching (CPP) is related to the collegial nature of that activity, and if CPP contributes to the growth of teachers as well as students. It was at this point that the idea for my study emerged.

Background to the Research

A number of scholars have explored the areas of collegiality, collaboration, supervision, and school climate (Barth, 1990; Rosenholtz, 1989; Sergiovani, 1992). Much of the discussion has addressed curriculum planning and implementation and how collaboration in this area fosters personal and professional growth. The Integrated School Library Program Model which the Department of Education in Alberta adopted in 1985 recommended cooperative planning and teaching as an approach to implementing the model (Alberta Education, 1985). It suggested that teachers make changes in the way they

viewed the research process and in the way in which they worked with the teacher-librarians. The Alberta Education model included a cooperative approach to the planning and delivery of curricular concepts. The teacher-librarian was perceived as being in an ideal position to offer instructional leadership and promote instructional improvement (Brown, 1990).

Learning new ways for teachers and teacher-librarians to plan and work together has been an evolutionary process. Historically, curriculum planners have followed Ralph Tyler's (1949) model for curriculum development. Dorion (1993) contends that in its initial stages, most cooperative planning still follows this rationale. By applying this traditional curriculum planning process, learning activities are devised, divided up and delivered to the students through linear plans created specifically to meet certain behavioral objectives. In essence, this type of curriculum encounter is a transaction between teachers and content, characterized by the feeling "if you do this for me, I'll do this for you" (Dorion, 1993, p. 12).

Oberg (1986) and Dorion (1993) have contended that the partnership must be moved to a transformational level where beliefs, values, and attitudes are affected. Oberg (1986) suggested that a better representation of the curricular planning process for cooperative planners is the Walker model where deliberation is a key element. Deliberation describes the initial interaction between teachers and teacher-librarians from which a design and, ultimately, the final product emerges. Dorion (1993) envisioned the partnership "not simply as an alignment of objectives or activities, but as two teachers working to transform their relationship into a mutually supportive opportunity for each to grow professionally and be as supportive as possible" (p. 13).

The level of partnership referred to by Dorion and Oberg can also be discussed in reference to the terms congeniality and collegiality. Sergiovani (1993), Little (1982), and Rosenholtz (1989) have contributed to research regarding collegiality. Sergiovani states that "Congeniality is a friendly human relationship that exists among teachers. . . . Collegiality, by contrast, refers to high levels of collaboration among teachers" (p. 103). If cooperative planning and teaching, then, is viewed by teachers and teacher-librarians as an experience in which they have attained high levels of collegiality and have grown professionally, then this experience is of the transformational nature described by Dorion.

In the 1980's several studies dealt with the role of the teacher-librarian and the perceptions of teachers, principals, and teacher-librarians regarding that role. Johnson (1983) found in one rural Alberta school district that teacher-librarians agreed on the importance of selecting materials, but not on their involvement in curriculuim and instruction. In some cases, principals held higher expectations for the instructional role of the teacher-librarian than did the teacher-librarians themselves (Hambleton, 1982). The role perception began to change, however, with the implementation of models for resource-based learning. A study released by Hauck and Scheiman (1985) revealed that at that time it was "encouraging to see that principals [agreed] with teacher-librarians that several important instructional roles should belong to the teacher-librarian of the future" (p. 42).

As teacher-librarians in one school adapted to their new role "they began to understand that their role involved working with students and teachers in new ways" (Oberg & LaRocque, 1992, p. 20). Oberg and LaRocque also found that teacher-librarians, in their first year of experience, "realized that both they and the staff with whom they worked would need to continue to learn and to plan together to make the program effective" (p. 20). Another study of the institutionalization of planning found that "close collaborations

between teacher and teacher-librarian of an equal status provide[d] the best approach to effective library use and resource-based learning" (Marland, 1987, p. 13). Jobe (1980) advised that "collegiality involves being one of the teachers. It demands a sense of presence" p. 6.

At present, however, there does not exist a study of the teacher's perception of cooperative program planning (CPP) with a teacher-librarian and its relationship to collegiality. It follows, then, that the purpose of this study is to seek insight into and understanding of how teachers view cooperative program planning and teaching.

Statement of the Problem

The central question of the study is: What are the teachers' perceptions of cooperative program planning and teaching (CPP) with a teacher-librarian (TL) and how does this collaborative process affect them as professionals? This main question can be broken into five specific questions:

1. What are the teachers' understandings of the cooperative program planning and teaching process?
2. What are the teachers' understandings of the effect of CPP on their professional growth?
3. What do teachers see as benefits and rewards of CPP? What do they see as the costs?
4. What effect does CPP have on the teachers' professional relationship with the teacher-librarian?
5. To what extent and in what ways has CPP altered teachers' beliefs and practices?

Significance of the Study

This study is of theoretical and practical significance. The results of the study could contribute to our understanding of the role of both the teacher and the teacher-librarian as they collaborate in planning and teaching. As we understand the teacher's view of the process, we may find that the CPP model needs a different starting or focal point. Also, as we understand the teacher's perception or the connection between collaboration and teacher growth, study results could impact on teacher and teacher-librarian education and inservice. My study may also affect the way people conceptualize the teacher/teacher-librarian relationship, providing insight for administrators, school boards, and teachers regarding the role played by teacher-librarians in today's schools. This awareness could assist educators in understanding the meaning of collegiality and its effects on students, on teachers, and on entire school communities.

Assumptions

The main assumptions underlying this study are outlined below:

1. Teacher-librarians are able to identify teachers who are successful at cooperative program planning and teaching.
2. The replies given by the participants indicated their beliefs about cooperative program planning and teaching and these responses were the best source to describe the collegial nature of this process.
3. Insight could be gained by studying the perceptions of eight teachers and their understanding of cooperative program planning and teaching.

Limitations of the Study

The first limitation addresses the use of semi-structured interviews as a data collection procedure. The study was limited in that the responses to the interview questions were dependent on the memory and perceptions of the participants at the time of the interview. As well, the study may be affected by my inexperience as a researcher and possible biases introduced by my own experiences. The quality of the data depended on my ability to establish rapport with the participants, use effective probes, and astutely interpret the findings.

The study was also limited in that the data were collected in a limited time frame, extending through April and May of 1994.

Delimitations

The study was delimited to eight teachers and their perceptions of co-operative program planning and teaching. It was also delimited in that the focus was on the collegial process and outcomes of CPP.

Organization of the Study

The organization of this thesis includes five chapters:

Chapter 1 identifies the focus of the study, including the background, purpose, significance, assumptions, limitations, and delimitations.

Chapter 2 contains a review of the relevant literature on two themes appropriate to this research: (a) collegiality and (b) cooperative program planning and teaching.

Chapter 3 outlines the research instruments, data-collection procedures, data analysis procedures, and issues concerning data trustworthiness and ethics.

Chapter 4 reports the findings.

Chapter 5 presents the summary, discussion, implications, and conclusions of the findings.

CHAPTER 2

REVIEW OF THE LITERATURE

This study was designed to develop insight into teachers' perceptions of cooperative program planning and teaching and its effect on their professional growth. Initially literature related to collegiality and cooperative program planning and teaching was reviewed to provide a background to this study.

The focus of the literature review was revised and expanded as data collection and analysis progressed (Glaser, 1978). Within the concept of cooperative program planning and teaching, participants described their perceptions of CPP and its relationship to collegial behaviors. They also discussed the role of the teacher-librarian and the school library program. Thus this literature review focusses the themes that emerged from the data: (a) collegiality; (b) cooperative program planning and teaching; and (c) school library program and personnel.

Collegiality

Rosenholtz (1989) described effective schools in her book, Teachers' Workplace:

> In learning-enriched settings, an abundant spirit of school improvement seemed to hover schoolwide because no one ever stopped learning to teach. . . . Principals often orchestrated collaborative behaviors between more and less successful teachers, explicitly acknowledging that improvement was possible, necessary, and expected. (p. 208)

In her study of Tennessee elementary schools, Rosenholtz found that in systems where there was collegial support, teachers shared instructional-related materials, ideas, and problem solving techniques.

> For these teachers, instruction seems a natural subject for reflection: they set goals to improve instruction, grapple with and share teaching problems, make suggestions to overcome instructional hurdles, and show mutual concern for their collectinve teaching performance. (p. 50)

What Rosenholtz has described is a collaborative or collegial setting. This differs from the traditional supervisory practice which put administrators in a hierarchically superior position to the teacher. Many traditional practices found in schools today and many policies emerging from school boards which influence these practices are based on what (Sergiovani, 1993) has described as:

> a combination of three general theories of supervision--traditional scientific management, human relations, and neoscientific management. (p. 11)

There has been increasing agreement with Rosenholtz, however, that none of these theories is adequate to provide a model for true school improvement. Showers and Imber (1980) found that administrators acting as peer coaches aided teachers in their professional growth. As well, many researchers have suggested that teachers are more likely to develop professionally through collegial interactions with other teachers than through traditional supervision practices. In successful schools, teachers work together and value a sense of cooperation. They become involved with one another, sharing ideas, materials, expertise, and experiences. They grow professionally in that they are willing to try new methods and have the confidence to experiment (Barth, 1990; Lieberman, 1986; Lieberman & Miller, 1979; Little, 1982).

The interactions referred to by the above writers are defined in terms of collegial rather than hierarchical behaviors. Coleman and LaRocque (1990) define collegiality as:

> shared values between all staff members, including the principal, which allow teachers that operate autonomously in an atmosphere of mutual respect, and also to help one another continuously to improve practice. (p. 20)

The term collegiality is connected to certain predictable practices and outcomes. Little (1982) offered one operational definition of collegiality in schools. Collegiality is the presence of four specific behaviors:

> Teachers engage in frequent, continuous, and increasingly concrete and precise talk about teaching practice.
>
> Teachers are frequently observed and provided with useful critiques of their teaching.
>
> Teachers plan, design, research, evaluate, and prepare teaching materials together.
>
> Teachers teach each other the practice of teaching. (p. 331)

Little stressed that the successful school has many collegial interactions involving both teaching practices and staff collaboration. The second norm which emerged from Little's study, that of continuous evaluation of the art of teaching, led Little to believe that when both collegiality and informal evaluation are present, teachers improve their instructional practices, and, ultimately the entire school is affected (Little, 1982).

Barth (1990) also has discussed a number of outcomes that may be associated with collegiality. Among his findings are that decisions tend to be better; implementation of decisions is better; there is a higher level of trust

among adults; and adult learning is energized and more likely to be sustained. Barth drew on his experiences as an educator when he pointed out that communication, innovation, and collegiality can create an atmosphere of learning, excitement, and growth. He stated that "unless adults talk with one another, observe one another, and help one another, very little will change" (p. 32).

Lightfoot (1983) described the value of collaboration and collaborative settings. She explained that "what is often perceived as solitary leadership in schools is fueled by partnerships and alliances with intimate, trusted associates" (p. 25). Fullan (1991) summarized research on collegiality and school improvement.

> Since interaction with others influences what one does, relationship with other teachers is a critical variable. . . . The quality of working relationships among teachers is strongly related to implementation. Collegiality, open communication, trust, support and help, learning on the job, getting results, and job satisfaction and morale are closely related. (p. 79)

One problem associated with collegiality is that collegiality is often confused with congeniality (Little, 1982). Congeniality involves the friendly human relationship that exists among teachers. Collegiality, however, involves the high levels of collaboration among teachers. When collegiality is high,

> shared work norms emerge in the school. These norms are aligned with school purposes and contribute to increased commitment and improved performance. (Sergiovani, 1993, p. 103)

Another problem associated with collegiality is that it is often contrived rather than real, resulting is structural changes only. This contrived collegiality is

> characterized by a set of formal, specific bureaucratic procedures to increase the attention being given to joint teacher planning and consultation. . . . These sorts of initiatives are administrative contrivances designed to get collegiality going where little has existed before. (Hargreaves, 1989, p. 16)

Superimposing collegiality on an existing culture has little to do with helping teachers reflect on their practice, strive for self-improvement, and share what they know with others. Contrived collegiality, then, does not involve the level of reflection and self improvement that Sergiovani (1992) and Rosenholtz (1989) describe as being present in true collegiality.

Cooperative Program Planning and Teaching

Cooperative program planning and teaching became the term applied to the curriculum planning process shared by the classroom teacher and the teacher-librarian. It was described as a "a strategy or approach to teaching and learning. . . . It is not a program of instruction, but rather a philosophical framework for the development and implementation of resource-based programs that reflect what we know about how students learn" (C. Haycock, 1988, p. 29). Cooperative program planning and teaching is "what has been shown in Canada to be the most effective way of integrating the players--administrators, teachers, teacher-librarians, students--in a resource based approach to education in order to maximize the actual achievement of student learning outcomes" (Henri, 1987, p. 9).

Cooperative Planning

K. Haycock (1985) has argued that the teacher-librarian's major task is to work with classroom teachers to plan, develop, and implement units of

study which integrate research and curricular skills. K. Haycock (1982) pointed out that there was a major shift for teacher-librarian expectations, from teaching specific skills to being a partner in determining what a student should learn.

C. Haycock (1988) stated that "the role of the teacher-librarian as a professional teaching colleague and equal teaching partner must be clearly defined and understood in order to develop the partnership necessary for cooperative planning" (p. 30).

Adapting to Change

Adapting new practices in order to meet curriculum expectations is more complex than imagined, and it is important that new procedures must be clearly outlined and supported (Brown, 1988; Goodlad, 1984). As well, C. Haycock (1988) has suggested that:

> the very nature of the role of the teacher-librarian is that of initiator and change agent. This includes not only encouraging teacher and student use of the resource centre, but also involvement as an equal planning partner in study skill development and language improvement. A jointly planned and taught program such as this one often involves a change in the teaching strategies and learning activities commonly used in the school. The collaborative input and involvement of teachers becomes essential for a successful resource centre program. (p. 16)

Brown (1988), Monkhouse (1984), and Wehmeyer (1987) have expressed the need for the teacher-librarian to be involved in change throughout the school, and agree that the teacher-librarian has an important role to play in providing the support necessary for the classroom teacher to

live up to current expectations. "For some teachers it will be a major change to accept another teacher as an instructional partner" (Brown, 1988).

Planning the Unit

One of the changes involved in CPP is that of planning the CPP unit. Planning CPP units is a complex process which addresses inquiry, individualization, and independence. Although these are common curriculum goals, the task of cooperative program planning has been a difficult one. Literature which examines the planning process deals with starting points, individual platforms and different planning models.

C. Haycock (1988) described a planning model which she recommends as a starting point for cooperative planning. She asserted that planning must be a priority and time must be set aside for it. The process should include dealing with objectives, content, organization, methodology, activities, and evaluation. Haycock's approach has encompassed the traditional approach to co-operative planning. She has encouraged the teacher-librarian to "initiate planning with teachers, rather than waiting for teachers to come to them" (p. 29). The focus is on the knowledge, skills, and strategies they hope to develop in their students.

A new strand of research, however, has examined the need for a more "collegial" starting point in the resource-based teaching process. Curriculum educators (e.g., Ben-Peretz, 1989; Oberg, 1986) have attempted to describe the nature of the curriculum planning process in terms that reflect a more transformational or collegial role for teachers. What is necessary for success is the mutual acceptance and respect of each other's personal practical knowledge, so that this becomes the true starting point of the partnership inherent in cooperative planning (Ben-Peretz, 1989; Dorion, 1993). "Each

curriculum encounter, then, is not meant to be an application of a fixed model, but rather an exploration of possibilities based on emerging collective vision that generated mutually agreed learning activities" (Dorion, 1993, p. 16).

Dorion (1993) has agreed with Brown (1993), who stated that the traditional relationship between a teacher and a teacher-librarian is one of designing a contract partnership between two teachers, but that using a teacher-teacher relationship as a starting point for process "facilitates the redefinition of a people's vision, a renewal of their commitment, and the restructuring of their systems for goal accomplishment" (Brown, 1993, p. 18). Oberg (1986) states that planning between teachers and teacher-librarians needs to address the platform that each brings to the planning. These platforms "include conceptions of beliefs about what exists and what is possible" (p. 10). She has contended that objectives need not be considered first, and that teachers differ in their concept and delivery of curriculum. In this way the collegial norms of working together and learning from each other are accomplished.

The curriculum planning partnerships described by Dorion, Brown, Oberg, and Ben-Peretz are important to the study of collegiality in that one becomes aware that curriculum planning gains in effectiveness when it is collegial in nature. Further studies are needed, however, to examine whether a collegial partnership in cooperative program planning and teaching produces more positive teacher growth than traditional practices.

School Library Program and the Teacher-Librarian's Role

Designing cooperatively planned units involves an awareness of specific curricular needs, as well as an understanding of where these specific

skills fit into the school based or school wide continuum. An individual teacher must work with the teacher-librarian to deliver a well organized and systematic approach to the development of research skills.

School Library Program

The school library program, to be developed and implemented by the teaching staff, exists to support the instructional program of the school. In 1984 Alberta Education adopted a policy regarding school library programs:

> Students in Alberta should have access to an effective school library program integrated with instructional programs to provide improved opportunities for student achievement of the Goals of Basic Education for Alberta. (Alberta Education, 1984)

A recommended model for developing an effective, integrated school library program was made widely accessible through the publication of Focus on Learning by Alberta Education in September of 1985. This policy is consistent with the rationale statement from "Guidelines for Effective School Library Programs" (Canadian School Library Association, 1989) which states:

> The school library is an essential component of the educational process, contributing to the educational goals and objectives through programs and services that implement and support instructional programs of the school. The role and responsibility of the school library lies in the development of resource-based programs that will ensure that all the young people in our schools have the opportunity to learn the skills that will enable them to become competent users of information.

The school library program is most effective when it is an integral part of the instructional program of the school and when information skills are integrated in a developmental and sequential way with subject-specific skills and content. The program is developed jointly by teachers and teacher-

librarians who work cooperatively to plan, implement, and evaluate resource-based units of study.

In 1990, Alberta Education published a resource-based research model designed to help teachers and teacher-librarians teach students how to manage information efficiently and effectively. The research model, published in Focus on Research (1990), contains a "continuum of research procedures and skills and a continuum of levels of research, introductory to advanced. The continuum of research procedures and skills presents the stages through which students will advance in order to produce a desirable research product" (Alberta Education, 1990, p. 4). Alberta Education has recommended an integrated approach to teaching research skills. Lundin (1983) has addressed the problem of teaching research skills and has also stated that integrating skills with content is the most effective way of teaching skills.

> By far the superior approach is the integrated approach. That is when the whole range of skills, knowledge, and attitudes are built into existing or cooperatively planned curriculum activities in the various areas such as science, social studies, language, mathematics, and so on. (p. 10)

C. Haycock (1985) has asserted that "if [a skill] is not integrated with classroom instruction its short term value for the student, and possibility for long term retention, are severely limited" (p. 11). A school based scope and sequence continuum must move from simple to higher order thinking skills, so that "students will have the ability to analyze and synthesize information" (Haycock, 1985, p. 13).

In conclusion, skills teaching has in the past been largely neglected or taught in isolation with no direct connection to the unit at hand. The new question addresses how to develop and present a skills continuum for the entire school. In general, teaching library skills in isolation is not as effective

as teaching within a framework of a pre-planned continuum which addresses routine skills as well as levels of transferable thinking skills. This continuum of skills should be integrated within the subject related resource based units.

Role of the Teacher Librarian

There is an abundance of literature pertaining to the role of the teacher-librarian by leaders in the field of school libraries (see, for example, Davies, 1979; K. Haycock, 1981; Wehmeyer, 1987). Their writing and views set the path for change in the role of the teacher-librarian, with the role of instructional partner becoming more important than that of technical manager. Writers in the seventies (Davies, 1979; Vandergrift, 1979) were among the first to challenge the traditional role of the teacher-librarian and to assert the importance of an instructional role. "The library media specialist must become a competent and effective member of the teaching staff " (Davies, p. 13). Also, the 1979 Canadian School Library Association policy statement dealing with teacher-librarian competencies stated that "a [teacher-librarian] will be in the forefront of curriculum and professional development services [and] will be familiar with a full range of instructional strategies and learning styles."

K. Haycock (1985), agreed with the changing role when his definition of a teacher-librarian stated that

> a teacher-librarian is, or should be, an outstanding or master teacher with specialized advanced education in the selection, organization, and use of learning resources, and the school library program, a resource centre inseparable from the instructional program. . . . Teacher-librarians are increasingly involved in curriculum development and cooperative teaching situations where each teacher--classroom and resource center--prepares for instructional responsibilities based on areas of expertise. (p. 4)

Recently there has been attention given to the leadership role of the teacher-librarian as one which complements the instructional role (Burdenuk, 1984; Jobe, 1980; Wehmeyer, 1987). The role of teacher-librarian as leader is identified in international and national publications. "Inference would tell us that the leadership role of the teacher-librarian is one of the most important elements of success in the school library program" (Burdenuk, 1994, p. 8).

Leadership includes qualities such as being able to share a vision or goal, acting as a change agent, working together collegially, and the ability to influence those with decision-making authority (Burdenuk, 1984). Brown, (1991) summarized current thinking about leadership in a keynote address to members of the Association of Teacher-Librarians in Canada. She referred to the idea of "stuck" and "moving" schools proposed in Rosenholtz' (1989) Teachers' Workplace. Brown attested that schools need: (a) leadership that is distributed among various people, and (b) plans that evolve from the work of all, not from the mind of one. Teacher-librarians are in an ideal position to be part of this leadership.

Several studies were done in the 1980's involving teacher, teacher-librarians and principals perceptions of the teacher-librarian role. The studies conducted by Hambleton (1982), Rainforth (1981), Johnson (1983), and Hauck& Schieman (1985) indicated that teacher-librarians and principals in these studies were often unsure of the teacher-librarian role. As well, Johnson concluded that teachers were generally unaware of what instructional services could be offered by a teacher-librarian.

Nasedkin (1989) described and analyzed the operation of an effective school library program. She found that "staff collaboration was a key aspect in the effectiveness of the school library program. It was the partnership

between the principal, teacher-librarian, and staff that allowed the program to function effectively" (p. 108). She also noted that teacher-librarians tend to get caught up in managerial activities and lose sight of their instructional purpose unless there is a school-wide collaborative emphasis on student learning.

Chapter Summary

Researchers have investigated and defined norms of collegiality and the connection between collegiality, school improvement, and professional growth. Cooperative program planning and teaching involves collaborative activity which encompasses many collegial behaviors seen in effective schools. Perceptions and understandings of the nature of cooperative program planning and teaching, the school library program, and the role of the teacher-librarian have been changing over time.

This study was designed to explore the teachers'understanding of CPP and its relationship to professional growth. Participants' insights about the nature of working together reflected the norms of collegiality evident in the literature review. Teachers felt they grew professionally from the experience. Also, I found that when teachers shared their perception of CPP they did so within the larger context of the school library program and their understanding of the Alberta School Library Program Model. Consequently, it was after the completion of the interviews that the literature review was expanded to include further detail regarding planning, adapting to change, and the school library program.

CHAPTER 3

RESEARCH METHODOLOGY

Design

This research was designed within the naturalistic paradigm to allow me to examine and understand classroom teachers' perceptions of cooperative program planning and teaching with a teacher-librarian and how this collaborative process affects them as professionals. This paradigm focuses on what Guba and Lincoln (1981) describe as "multiple realities, that, like the layers of an onion, nest within or complement one another" (p. 57).

Wolf and Tymitz (1977) described why this paradigm is suitable for such a study:

> Naturalistic inquiry attempts to present "slice of life" episodes documented through natural language and representing as close as possible how people feel, what they know, and what their concerns, beliefs, perceptions, and understandings are. (p. 6)

Naturalistic inquiry thus leads to "the development of an ideographic knowledge base, that is, one focusing on the understanding of particular events" (Guba & Lincoln, 1981, p. 59). Although the structure of my research was outlined prior to data collection, the design continued to emerge as the study progressed. Guba (1981) stated that "naturalists . . . will insist on an emergent design which is never completed until the inquiry is arbitrarily terminated as time, resources, or other logical considerations might dictate" (p. 79).

Qualitative researchers rely on humans as instruments (Bogdan & Biklen, 1982; Lincoln & Guba, 1985). The data collection for my study

involved semi-structured interviews with eight classroom teachers who shared their perception of co-operative program planning and teaching. This type of inquiry allowed me, the researcher, to search for understanding of the complex world of co-operative program planning and teaching as revealed by the participants.

Participants

The method of purposive sampling was used to target teachers whom I believed could "facilitate the expansion of the developing theory" (Bogdan & Biklen, 1982, p. 67). I therefore wished to find participants who had experienced cooperative teaching with teacher-librarians and who would possess the background to share the depth of insight needed for the study. Teacher-librarians identified eight teachers as having worked at the type 3 or 4 level of cooperative program planning and teaching as described by Eshpeter and Grey (1987). At level three, the teacher develops units and consults with the teacher-librarian regarding specific activities within a unit of study that will be planned and implemented cooperatively, and at level four, the teacher is a full partner with the teacher-librarian in planning, teaching, and evaluating the entire unit.

My first step was to contact seven teacher-librarians from Edmonton, Lloydminster, and surrounding areas. I explained my study to them, and asked them to identify teachers who had successfully planned and implemented units at a 3 or 4 level of CPP. All teacher-librarians whom I contacted agreed to suggest teachers. Several of them asked me to fax an outline of my study to their school and offered to inform the teachers that I would be in touch. I then telephoned the identified teachers to introduce

myself, and sent a follow up letter (Appendix A) which invited them to be participants in my study. In further telephone conversations, we arranged times and places for the interviews.

Of the eight participants, four taught in senior high schools, two in junior high, and two in elementary schools. Participants were informed that the study was voluntary and that they had the right to withdraw at any time without penalty. Permission to tape the interviews was obtained and the participants were assured that the conversations they shared would remain confidential. They were told that their individual responses would be available only to the transcriber, faculty supervisors, peer reviewers, and myself. Participants chose their own pseudonyms to further assure confidentiality. Before the beginning of the interview, each participant signed a consent form (Appendix B) which confirmed their willingness to participate.

Data Collection

The primary method of data collection was through the use of semi-structured interviews. Also, field notes were kept in relation to interviews, telephone conversations, and the nature of the participants' school environments. Interviewing was selected as the data collection method because of its suitability as a research tool in studies which seek understanding and insight into complex situations. Interviewing is usually defined simply as a conversation with a purpose. Specifically, the purpose referred to is to gather information (Berg, 1989). The interviews were guided by the set of questions outlined in the interview schedule (Appendix C). However, the interviews were conversational and reflective in nature and the

selection of probes and interview emphasis was actively shaped by each participant's perceptions and experiences.

Each interview began with a relaxed conversation where we shared backgrounds. I reviewed the nature of the study and restated assurances of confidentiality. I then asked open ended questions which allowed each participant the latitude to share her understandings and insights. Many initial responses grew into rich descriptions of the participant's experiences and insights involving cooperative program planning and teaching. Although the same initial questions were asked of each teacher, I realized that each interview created its own shape and that each participant had her own unique role in determining the content of what was shared.

Six interviews took place in the participants' schools immediately after school or at noon. Teachers chose their preferred site, which included a library, a classroom, an office, two conference rooms, and a book storage room. Two interviews occurred in the participating teachers' homes. Every situation was a relaxed and comfortable venue, each with its unique set of interruptions and inspirations. I am aware that the time and place of the interviews could possibly have affected each participant's focus and immediate ability to be introspective, thus affecting the nature of the data collected.

Also, I tried to be aware of my perceptions and how my probes may have directed the answers to the research questions. I have been a classroom teacher for 25 years and a part time teacher-librarian for 17 of those, so have had the opportunity to spend many hours working with and talking to colleagues. This personal experience and my familiarity with relevant literature led me to believe in the worth of collegial behaviors. I initially assumed that teachers would describe the benefits to themselves and their

schools as a primary reward of CPP. I also assumed that teachers would focus on CPP units, on themselves, and on their students when they shared their perceptions. However, early in the study, I began to see that my experience may have given me certain expectations regarding teachers' perceptions of CPP. As the interviews progressed, I learned to appreciate that teachers' perception of CPP encompassed a wider range of topics than I had initially expected.

Data Analysis

The interview transcripts were analyzed, using both inductive and deductive methods to analyze the data (Berg, 1989). Content analysis is "any technique for making inferences by systematic and objective identifying special characteristics of messages" (Holsti in Berg, 1989, p. 106).

Determining Categories

I divided the data into categories first by attempting to find information in the transcribed interview data pertaining to outcomes of teacher collegiality and perceptions of cooperative program planing and teaching as identified in the literature review. These categories, as arrived at deductively from the literature review, were, for outcomes of collegiality, (a) increased talk about teaching and learning, (b) adults in the school observe each other engaged in the practice of teaching and learning, (c) adults engage in working together in planning, designing, and evaluating curriculum, (d) adults in schools teach each other what they know about teaching and learning, (e) adult learning is energized and more likely to be sustained, (f) adults grow professionally from collegial experiences. In the corresponding

literature related to cooperative program planning and teaching, categories arrived at were (a) CPP as a collegial process, and (b) CPP where the teacher-librarian as a "separate expert" or an instructional consultant.

The analysis began by searching the transcript for comments which reflected increased teacher talk. I then did the same thing for adults observing each other, working together, teaching each other what they know, and so on, until I had covered all eight categories arising from the literature review. I did this analysis on the computer, and as I discovered quotations relevant to each category, I blocked them, copied them to a separate screen and saved them under the category name. In this way, I assembled all the data for each category in a separate file.

I then went to the typewritten copy of the transcript and color coded each response according to category. The color coding provided quick access to the quotes plus gave an indication of how much of the transcript had not been used. In the interviews, support was found for all of the eight broad categories.

The second phase of the data analysis I listened to the interviews and re-read the transcript. During this process, recurring ideas were found that had not been addressed in the first stage of analysis. I then added more categories and combined some existing categories as they emerged. At this point I had support for 18 categories from the interviews.

The coding of the data into categories represents one level of analysis. Categories provide a means to organize the raw data to allow for further interpretation. To the naturalistic inquirer "it is not only semantic symbols that are relevant to the research process" but also the opportunity for the inquirer to use "insight, intuition, and imagination to draw inferences" (Guba

& Lincoln, p. 242). It is through this deeper level of analysis that emerging themes were identified.

Determining Themes

From examining the data from within each category, it appeared that there were common threads linking them together. These common threads seemed to reflect the participants' perceptions of CPP as well as their ideas regarding the affect on their professional growth. I organized these themes as main topics, with appropriate categories as subtopics. The four main themes with the subtopics were as follows:

I. CPP: Creativity and Imagination

II. CPP: Benefits to Students
   - A. Students and Teachers Working Together
     - 1. Working with Peers
     - 2. Accepting Responsibility
     - 3. Working with Adults
   - B. Students Acquiring Life-long Learning Skills
   - C. Self-Discovery and Confidence
     - 1. Self Discovery
     - 3. Increased Confidence
   - D. Motivation for Learning

III. CPP: Collegial Practices and Outcomes for Teachers
   - A. CPP Involves Adults Working Together in the Planning, Designing and Evaluating of Curriculum
     - 1. Informal Planning with Teacher-Librarian
     - 2. Formal Planning with Teacher-

Librarian

3. Benefits of Planning Together

4. Advice to Newcomers to CPP

B. Teachers Involved in CPP Teach Each Other What They Know About Teaching and Learning

C. Involvement in CPP Provides Increased Talk About Teaching and Learning

D. Adult Learning is More Energized and Likely to be Sustained When Working on CPP Units

E. Teachers Involved in CPP Experience Professional Growth and Commitment

IV. CPP: Program and Personnel

A. School Library Program

1. Research Process

2. Research Skills

3. Research Skills Continuum

B. Role of the Teacher-Librarian

1. Information Services

2. Facilitator and Coordinator

3. Collegial Teaching Partner

4. Teacher Leader

5. Changing Perception of Teacher-Librarian's Role

C. Concerns of School Library Program

1. Time to Prepare

2. Use of Teacher-Librarian Time

3. Overlapping Curriculum

4. Personnel Costs

5. Need for Advocacy

I then shared the themes with the participants, and they provided a framework for the presentation of my findings.

Data Trustworthiness

Trustworthiness of the study was based on the four criteria suggested by Lincoln and Guba (1985): (a) credibility, (b) transferability (c) dependability and (d) confirmability.

Credibility has been addressed by peer debriefing, member checks, and the maintenance of an audit trail. Data were collected from eight teachers in order to "establish links that eventually created a credible whole" (Eisner in Guba & Lincoln, 1989, p. 86). Member checks involves "the process of testing hypotheses, data, preliminary categories, and interpretations with members of the stakeholding groups" (Guba & Lincoln, 1989, p. 238). Participants reviewed typed transcripts of their interviews, and examined the first draft of the thesis, specifically in the areas where their conversations had been quoted. They were given the opportunity to alter, enhance, or verify the interpretation of the findings. Guba and Lincoln (1989) explain that peer debriefing is the process of discussing one's findings, conclusions, and tentative analysis with peers. I discussed the findings with my faculty supervisors as well as with two other graduate students. These students had attended classes with me, and both were involved in qualitative research of their own. These discussions helped me verify that the categories and themes were consistent with the data collected.

Transferability has been provided through the thick description of teachers' perceptions of CPP. I have described common themes which emerged from the data "in order to facilitate transferability judgements on the part of others who may wish to apply the study to their own situations (or situations in which they have an interest)" (Guba & Lincoln, 1989, p.242).

The compilation of a careful audit trail helped to ensure dependability and consistency. Files of collection procedures, raw data from interviews, telephone logs, journal, and master transcripts from each interview are open to scrutiny by authorized persons. As well, reflective journal notes were kept to enhance the awareness of my own biases. Confirmability and dependability were also increased by the methods used to analyze and code the data. Both inductive and deductive methods were used in determining themes, and at that time teachers were given the opportunity to make any changes they saw necessary, thus making sure data used in the study were dependable.

Chapter Summary

The study of teachers' perceptions of co-operative program planning and teaching was done in the naturalistic paradigm. Semi-structured interviews were conducted as a method of qualitative research. A purposive sample of participants was chosen. They were assured of confidentiality and were active participants in the direction and shape of the interviews. Data trustworthiness has been heightened by the collection from eight sources, and sharing and affirming the findings with the participants.

CHAPTER 4

FINDINGS

Four major themes emerged from the analysis of the interview transcripts. Chapter 4 presents the findings of the study in relation to the four themes. Eight teachers' perceptions of CPP focused on: (a) the creativity and imagination of CPP, (b) student benefits of CPP, (c) collegial outcomes, and (d) program and personnel.

CPP: Creativity and Imagination

Teachers at all grade levels demonstrated some understanding of the research process as outlined in Focus on Research (Alberta Education, 1990). It was with a sense of excitement and pride that teachers told of units they had completed, each with its special quality, originality, or uniqueness. Students designed newspapers, attended fictional dinner parties, became famous athletes, planned mini olympics, and role played scientists and other stakeholders concerned with environmental issues.

It was in this part of the interview that, through animated descriptions, teachers demonstrated their own uniqueness and expertise. They described working together with a teacher-librarian to create meaningful learning experiences for their students and, I believe, for themselves. Each told of a recent or favorite unit and how it had developed into an end product worth sharing.

The eight participants in the study represented teachers from all grade levels, and each chose a pseudonym that was meaningful to herself. In most cases the pseudonym was a common first or last name, but one pseudonym, "Pivnert" is associated with an acronym used in the participant's science

classes. The following stories are a compilation of eight creative and unique experiences involving CPP, teacher-librarians, classroom teachers, and their students.

Participants and Their Stories

Susan: Foxes and Artists

Susan is a grade three teacher who combined library research with a language arts unit involving animals and their habitats. The students were taught specific research skills through the technique of modelling. This modelling was done by both Susan and the teacher-librarian, and the students learned by following their steps. After the students did their own research, they shared their findings. Perhaps the most exciting part of the unit was bringing in a local artist who illustrated the students' research.

> I was doing the novel Fantastic Mr. Fox in the classroom and at the same time I had integrated "Communities of Living Things" in the curriculum. Then we also brought in research. . . . We modeled foxes and then the children did their own research. After we'd modeled, they were on their own.
>
> An artist, Mr. Smith came out and what he did took the whole length of the blackboard. He did a huge mural on it. In the science component we were doing the food chain and habitat so in the mural he had the habitat and then he also had the food chain because he had all the little animals that the foxes would eat. He had the predator and he had the hunter with his gun peeking around from the chicken coop and he also had a hawk and then he had a flip-up page that showed the interior of the den and then the kids drew with him one full afternoon. So all of the learning that they'd learned through their library research, it just kind of all tied it in and when they finished, that was kind of the end of the unit, the exam, they kind of incorporated everything into their picture. (Susan, p. 2)

Ruth: Sports Personalities and Mini-Olympics

Ruth has experienced an extensive and varied teaching background. She presently is teaching a modified grade six language arts program to a group of low achievers. Her library research project involved a high level of staff cooperation.

> Basically I am working with our library teacher and the grade three home room teacher, and a grade six teacher, so a group of four of us basically work together. . . . I have 18 youngsters and our unit for May is sports, of course. [We planned] a video-taping interview situation where the youngsters are involved in interviewing each other as if they were athletic personalities. Between the library teacher and me, we basically planned the unit. (Ruth, p. 2)

Students in this unit were taught to use local sources of information. Ruth explained that "a lot of these sports people are not covered in an Encyclopedia Britannica. . . . You have to know how to read a newspaper."

Ruth then went on to explain how the research would move from the language arts skill of interviewing to the "hands on" skill of organization and coordination. Her "modified" learners would move from researchers to leaders and organizers.

> And after we finish that we will be planning a mini-sports day for the grade three class and so the library teacher and the grade three home room teacher are involved in that and each pair of grade six students is responsible for researching, planning, implementing, and evaluating an event of the mini-sports day for the grade three class. . . . They need to know how [a sport] is played, how to run it . . . It's more along the line of a funny olympics. There will be fun activities with the Olympic feel of cooperation rather than competition. (Ruth, p. 2)

Jean: Animal Journals and Dinner Parties

Jean's grade seven students' assignment was to research an animal and its life. The twist in this case is that they then related their research from the animal's point of view. In this way research was combined with creative writing and narration.

> It's basically a journal. It's telling the story of their life. They choose the animal or the fish or whatever it is that they have researched and then they pretend they are that animal and from there on in, they relate it as their story. . . . And since it is from grade seven and from the point of view of an animal, they have to adopt the animal's voice at each stage of its life, from infancy to adulthood. (Jean, p. 2)

The animals' stories were then illustrated, complete with the animals' ID and "fingerprint."

Jean's grade nine class were involved in creative sharing of information. The class researched famous personalities, with each group having to research a contemporary figure, an historical figure, and a writer for its dinner party. They also had to research the type of dinner conversation in which their chosen personality would have been involved, and table manners and dress appropriate to their character. Findings were presented by role playing the dinner parties, complete with lively conversations.

> This morning we were trying to figure out just how Davy Crocket would act at a dinner party. It was an interesting conversation on that particular one. We had Steven King and Eve and Davy Crocket so this could be a very interesting dinner party when they're finished. (Jean, p. 6)

Diane: Learning Centers and Libraries

Diane teaches in a very new school. She explains, "We were all new

staff and most of us had come from schools that didn't have a teacher-librarian, even." Grade seven and eight teachers in Diane's new school did team planning for their social studies classes. They were surprised at the creative ideas put forth by the teacher-librarian. Diane remarked, "It just blew us away; we couldn't believe what a teacher-librarian could do." In cooperation with the teacher-librarian, they set up learning centers for both grade seven and eight social studies. Diane was pleased with how the centers addressed a number of learning styles and maximized student participation.

> The Brazilian [unit] has 12 centers. And every center has a different kind of focus. And now that you mention it, two of the centers are videos. They watch videos and at one of them they answer questions, and one of them they have a discussion or something, and at another center they make a chart. At another one they have to make an ad. And a couple of more they answer questions, some they have to do paragraphs, so you're right, all those skills are in there. (Diane, p. 3)

Lockhart: Novels and Newspapers

Lockhart, a high school teacher, relates an unusual novel study. She and the teacher-librarian planned research activities centered around a specific historical time. The provided the students with information retrieval sheets which dealt with broad areas such as the political climate of the time, the sociology of the time and so on. The findings were reported in newspaper style.

> One of the choices I made was To kill a Mockingbird and so we combined the novel study with the research unit in English 10. And we decided to have the students, as part of their novel study, create a newspaper that would have been published in Maycomb County in 1933. And so the newspaper would give the students a chance to record their view of the trial from the book and then at the same time we wanted them to also have the

> newspaper record other things about Maycomb in 1933. The students had to research the political climate at the time, who the President was, the issues going on at the time. Sports at the time, was there a major league and if there had been a sports page, that sort of thing. Fashion, food, anything that a regular newspaper would write about, the students had to investigate those kinds of topics in that particular time and place. (Lockhart, p. 2)

All the illustrations were by hand, and the finished newspapers were displayed throughout the school.

Rose: Children's Books and Outside Resources

Rose worked together with the teacher-librarian and a grade eleven English class to write and share children's literature. The TL acquired a selection of videos and current children's books for the students to look at. Rose explained that "the teacher-librarian then taught them how to organize, how to outline, and to make a story chart" (p. 4). Perhaps the greatest learning experience was when a children's author visited the class.

> He talked to the kids about how you make a living at writing children's books, and that was good, too. He said he didn't normally do that with an elementary audience, and he wasn't often called in to speak to a high school, but the kids loved him. They just loved it, they thought he was terrific. (Rose, p. 5)

Rose explained how the author talked about the unique creativity of illustrators, and how one illustrator for his books "made up her own story that went along with it, that was like a story within a story" (p. 3). The outside resources of books, videos, and personnel made the unit come alive. Rose was pleased that many of the children did a wonderful job of writing, illustrating, and binding their books. "A lot of them wanted to keep them for when they had children of their own. Or they wanted them for their brothers

and sisters or nieces and nephews. It was quite a bit of work" (p. 4).

Pivnert: Scenarios and Scientists

Pivnert is a high school science teacher. One of the units in Biology 20 involves the study of environmental issues. After the research, selected students played the role of a scientist, and tried to convince others in a group that his or her solution was the best one. Students became the specialists.

> Last year we did an interesting one. We had an ecology project whereby the students were to investigate various ecological concerns and then they were to make a presentation. They had to research all aspects of it, and then they were to develop a scenario or a focus for this. For example, they might say something like there is a small town in the Amazon area that is contemplating allowing clear cutting or something like that.
>
> And so they would develop some kind of a scenario and then they would go into other groups and each person from the main group would become a scientist in another group and they all took roles within the section groups to try to resolve the issue. They'd be the science specialist and each person in the group would be assigned another role like an economist, or maybe a politician. Stuff like that.
>
> It could be fictitious or it could be a real situation that they were aware of. In Edmonton we had recycling and them looking for a garbage dump--all of this. . . . We developed quite a bit of dialogue. (Pivnert, p. 2)

Pivnert's students created detailed documentation of each group's findings, and came up with a final group solution to the problem.

> They were just role playing and they had to try to get their point across and come up with a final solution or an answer to the question that was asked. As a group they identified which particular societal concerns became most evident, whether it was economics that was the major concern or whatever. In the

> real world that's how things work, it's not just a scientist who will say, "Well, that has to be done." Obviously, there are economic and political reasons.

Megan: Social Studies and Sharing

Megan teaches Social Studies 10 in a large high school. The unit on World War I was a research project which involved both information retrieval and a presentation. The teacher-librarian guided Megan to some interesting and unusual topics.

> This was a social 10 research project on World War I. Gloria sort of helped guide me into what areas would be worth looking up: war on land, war at sea, war in the air; and then there are three different battles the students had to know. And then there were more unusual ideas such as the Halifax explosion. I know some of these things are very specialized. I know that we came up with the idea also, or TL did, to study the calvary; there's really not a whole lot of information but still, the role that the veterinarian might play in the calvary and unusual things like that.

Students then used student-generated handouts and retrieval charts to assist in cooperative learning.

> Actually the retrieval chart was based on the information presented, so they had two sources, and there was a test on this afterwards.

> In this case, I had the students come up with a one page handout that they would give the other students in the class so there wasn't a big essay or report in essence. They created the handout which had some pictures and some information, and then they had a retrieval chart that they would sort of be presenting too, so that the audience, the rest of the students, listened to the presentation and jotted down major points. (Megan, p. 2)

Creative Learning Experiences

The above examples of CPP units cover a wide variety of subject matter and grade levels. Their similarity lies in the fact that they all involve students and teachers in meaningful and creative learning experiences. In each unit, students and teachers were actively involved in learning and in sharing their new knowledge in positive environments. All teachers used imaginative lesson plans and activities to motivate their students and to give them that sense of ownership that often is not found in direct instruction. The sense here is that if students are enjoying their work, teacher enjoyment is not far behind.

After the participants shared the stories of their unit plans, they shared further experiences about working together in a school library. They spoke of student learning and student growth. They also told of working together for common end products and of rewards to themselves as teachers. As well, teachers discussed problems and concerns about CPP and, in some cases, an uncertainty about the school library program and its place in the school-wide curriculum. The involvement of the teacher-librarian in CPP units was also important to the participants, and they shared some of their thoughts and concerns about personnel and program related to CPP.

The concerns, thoughts, and insights of the participants are presented in the remainder of this chapter.

CPP: Benefits to Students

When making sense of cooperative program planning and teaching, teachers focused on student benefits as a major area of interest. Each teacher consistently brought the conversation back to student learning and its

importance in the cooperative program planning and teaching process. Teachers felt that students benefitted from CPP by working together. They also felt that students acquired life-long learning skills, experienced positive personal growth, and showed increased levels of energy and motivation when working on CPP units. As Jean pointed out quite emphatically in her interview, "I guess it's the students that I want to put first. If this is something that works for them, then for goodness sakes, let's use it."

Students and Teachers Working Together

All eight teachers saw the benefits of students and teachers working together in the library. Students learned from each other and benefitted from interacting with two teachers in a single learning situation. As well, working together toward a common goal fostered a sense of responsibility and commitment.

Working with Peers

It was perceived that CPP gave students an opportunity to work cooperatively and to benefit from the outcomes. Working together in a CPP unit fostered a way for students to learn from each other and to grow in personal knowledge. Teachers described students together at tables or clustered around CD-ROM stations in their quest for information. In many cases the implementation of cooperative classroom management strategies lead to students teaching students.

> It usually works out that they get the information in groups. In the cooperative learning kind of jigsaw, the information is passed around or the groups--each becomes experts in one of the areas and then--so the students learn all of the information. But then they have to create their own articles. (Lockhart, p. 8)

> There are four kids at the center all the time. And different kids, it's just when you finish your center you move onto another one, there can't be more than four kids there. They find kids all the time, not copying answers so much, as putting down the same answers, talking about it first, reading what has to be read. And so the cooperation is definitely there. Because I can't see any point in each kid reading one thing and doing their own individual assignment. So they learn a lot from each other, for sure. (Diane, p. 3)

In other cases, students were given a more formal instructional role.

> We always have students who wish to learn how to use the computer. In the last unit she [TL] trained a couple of my kids who had gravitated to the library as soon as the software appeared, and were sort of playing with it anyway. She knew they were in my classes, she trained them and then they came into the classroom and showed everybody how to use the newest thing. (Lockhart, p. 9)

Sharing work is a component of the research process, and three teachers mentioned the pride students felt when they were given the chance to share. In the past, many assignments were simply returned with a grade on them and faded into obscurity in the student's locker. Even if students were retrieving information independently, teachers felt that student learning increased when students shared their findings.

> I suggest to the kids that they share them at any time during the writing. We'll have periods that are basically writing and they share with each other all the time, sometimes just reading silently amongst themselves. When they do that, I will say to them, "Watch for a good one that you think everybody should hear." So then we go with that. (Jean, p. 3)

> I'm far less likely to have a unit where the kids are on individual projects anymore or individual assignments or sitting at their desks quietly. They're never quiet anymore. Because I think the benefits I've found from collaborating with teachers, the kids they feel the same benefits from collaborating with each other. Sharing is important. I've seen it. (Diane, p. 5).

It was generally felt that students involved in CPP units assisted each other in achieving a high level of learning.

> Well, from what I've seen, and this year we're doing a lot of projects, and I'll tell you the kids learn a lot more than they ever learned from sitting at desks and having me stand at the front and yak at them. These projects involve me, they involve TL, they involve anybody else in the school who has got some expertise, and every single kid is involved. (Diane, p. 6)

> But at the end of it, after having gone through the unit, the kids learned a tremendous amount from doing it. (Rose, p. 5)

Accepting Responsibility

When working on CPP units, students often developed a sense of responsibility and commitment not shown in other situations. If the unit required a group project, students would often go the extra mile so that other group members were not let down. Also, when students knew they were going to share their work, there seemed to be an increased sense of responsibility, and students were determined to do a good job.

Pivnert gave an example from her science class of how a group working on a CPP unit enhanced working habits.

> It gave them a chance to actually pull in some good marks because other students were relying on them being there. There was a lot of pressure put on them to be there and to participate. And to do a good job, because their marks depended on how well everybody contributed. (Pivnert, p. 4)

Megan also gave examples of students developing a sense of responsibility through working on her CPP units.

> I make it very clear that if you choose your partner, that you need to find out their phone number, figure out a way to keep in touch with each other, not to use the excuse well, they have all

> my notes and that. So I think it really makes them accountable and makes them responsible. (Megan, p. 4)

> I've had a few experiences now where students haven't worked well together. And it was a learning experience for them for the next group project to chose the partner or to lay some ground rules out at the beginning. So I think for sure it's really important that students learn how to work with other people and how they can be honest and share the responsibility, so I think all of those qualities are really important. (Megan, p. 10)

Working with Adults

Working together in the library involves teachers working with students as well as students working with each other. Teachers felt that students benefited by interacting with two adults in a single learning environment. Teachers, like students, have unique styles and strengths. When students have the benefit of working with two adults instead of one, they are able to share their insights with more than one person they receive more individual attention than in normal situations, they attach more importance to the project, and the quality of learning improves.

> And I think that advantages are that one, the students have somebody else to listen to, instead of yourself. They may also really respect that individual, because they know that the teacher-librarian works with the resources. They may also again, respect her knowledge of the resources and not be quite so intimidated to ask her help or for assistance when they're doing a research. Plus I think the teacher-librarian, because of her or his work in library, is familiar with these projects and will think of something to mention to students in doing the research that I might not. I may just worry about what the topic is and might miss certain issues that are important. (Megan, p. 10)

> I don't think the kids would have enjoyed it as much with just me. I think his [TL's] enthusiasm came through to the kids.

> And he has background and knowledge in what he was talking about. (Rose, p. 4)

> Also from the point of view of the student, sometimes a youngster can really connect with you and I know exactly where he or she is at and what they're talking about and at other times we're just not connecting. And they do have someone else to connect with and they can go to the library and talk to Joyce or go to the grade three room and talk to the grade three teacher, and they connect. So I think it gives the students more opportunity to find success in different ways with different people too. (Ruth, p. 5)

Students Acquiring Life-Long Learning Skills

Five teachers stressed the benefits of students acquiring the life long skills of information retrieval. These teachers felt that we are entering the information age and that where to find knowledge is an important skill that students must have in order to cope in today's society. "You're giving them the skills for life. They're not learning about a fox, or an animal, there's some learning skills. So you're getting skills for life" (Susan, p. 12). Others agreed with Susan, reiterating the fact that knowledge becomes outdated very quickly and the key to a successful future will lie in the ability to access information.

> It's a reward because they're learning skills, strategies, that they are going to need in order to make it through the rest of junior high and into high school. We're setting some basis here that they can cope later on. (Jean, p. 3)

> [They learn by] going through the process. Going through the process of researching it. If it didn't matter what they came up with, it's knowing where to find the information. (Megan, p. 12)

> Working in groups they learned that they are not an isolated person, or an isolated learner. That maybe they'll develop skills to become a life long learner. The way the courses are going now in science, it's more of a discovery thing. So that if they learn how to learn themselves, instead of having me stand there and spoon feed them, they're going to be more successful, in post secondary or in anything, any job that they might go out to do. (Lockhart, p. 7)

> I think that kids become a lot better analyzing and evaluating and thinking for themselves when they have to get the information themselves and not just see it as being, well, this teacher has a textbook and he teaches from his textbook . . . and I always say to kids you can memorize up to probably eight pages, but you have to really think and try to understand and evaluate if you're going to get to anything much beyond that. (Rose, p. 7)

It was when the students were experiencing growth in communication skills or learning to do their share so that the entire group benefitted that teachers understood the richness and life-long benefit of the education they were providing. Acquiring communication skills were seen as an essential skill for life, and it was perceived that students working in groups learned to communicate effectively. Susan summed it up when she said, "So many of the communication skills are so critical. And they learn all those communication skills" (Susan, p. 8).

Self-Discovery and Confidence

Teachers also spoke of the students' personal growth and sense of well being. The teachers interviewed wanted students to enjoy class and to be proud of their work. This did not mean that they did not value the acquisition of curricular knowledge, but teachers felt that personal growth was important in the process. Positive student growth included the areas of self-discovery,

including the development of individual learning styles, and the formation of positive student attitudes.

Self-Discovery

Participants thought that a benefit if CPP was that students grew toward self-discovery. Diane reflected about how CPP allows individuals to pursue their their individual interests and talents. She speaks of missing this opportunity within her own formative education.

> Well, and it was another reflection I was making this morning about my adolescent years, in junior high. I wonder what hidden talents I would have found--if I would have discovered anything about myself that I never did. If I would have found out what my actual strengths were. Because I think that's what these kids are finding out. And the more teachers we have working with them, the better. They're learning what they're good at, for sure. (Diane, p. 7)

Teachers are confronted with individual personalities and a multiplicity of learning styles in their day to day interaction with students. It follows, then, that teachers saw benefits in the way that many of their CPP units addressed individual differences, and provided students with opportunities to develop their individual learning styles.

> It is good for every style of learning because you try and vary all the different activities, they are going to--because there would be a center where there would be viewing, like films and then there was a magazine center and a literature center and then there's the encyclopedia and then there's the resource books. And then they have a chance to draw, sometimes too, if the music teacher was to get the music. So I think they find their nitch. (Susan, p. 7)

> Oh yes, there are certainly different style with the kids. I mean there are some kids that figure their style of learning is to just learn directly from the teacher. And this course is designed to

> look at alternative learning styles. For the most part, some of the children that don't respond well in regular classroom settings shone in a situation like this. And by the end of it, some of them that were reticent about talking out or doing anything that might draw attention to themselves, in the smaller groups, when there weren't as many people that could perhaps focus on them, they were more willing to participate and to offer their views. (Pivnert, p. 8)

Increased Confidence

Participants described growth in confidence of the students who participated in CPP. Students who were reluctant to get involved in a classroom situation often become confident in a CPP unit. CPP units are inclusive; students of all abilities and levels are able to learn in a common setting with a common purpose.

> Probably because of the ability level of the students that I have worked over most of my teaching time, it really has boosted confidence for these youngsters. Sometimes the job seems very big to them because they haven't had as much success as other students. But when they work with a partner and not standing up in front of everyone all alone, to do presentations, to do interviews, to share whatever it is that they've worked on, they feel more confident to begin with and then, of course, success breeds success. (Ruth, p. 6)

> In the last [unit] we had, they had to do personal journals and in reading some of the personal journals, I watched really how over the period of the time of the project, that their attitudes changed. At first they were very reluctant to write anything down. Then they started writing stuff--they were ticked off about somebody in the group or they were ticked off at me for bringing up this project--they started to put it down. As time went on, they started looking at what they had done and they'd say--they'd make a little side note--this is for you Mrs. Smith--You know, I really learned something here. This was really a worthwhile project and I didn't know at times whether they had just figured this was a good way to pick up extra marks, they

> figure that we fall for that kind of stuff or whether they truly believed it. In most instances I think they truly believed that they had found something new that was good for them. (Pivnert, p. 12)

Motivation for Learning

Teachers foung that students enjoyed the CPP units. They explained that students are often bored or unable to sit and concentrate while listening to traditional lessons. Teachers felt very positive about an atmosphere where there was excitement, energy, and motivation for learning.

> My favorite phrase is always "I didn't know that!" That happens so much when children get going into it and then they see that they have learned something and I think that they start scurrying to find more things. (Susan, p. 4)

> Again, I think for the majority [of students] it was a very positive experience and if one person did great visuals, if their father had a great computer at home, and they could make whatever or they came up with a great display of some sort, the other students took a lot of pride in it. And sometimes that more motivated student also affected that less motivated student. I think in some ways, yes, they were quite proud of it. And especially students that might be more secretive about their marks. It allowed them to sort of feel the glory, bask a little bit, because maybe their partner was gloating about it. (Megan, p. 8)

> They [the units] are a change for the students, and I think they learn because it is a change. It's different. It interests them in something new and they can get a fresh start and try something. (Lockhart, p. 7)

> Well, when you see children enthusiastic and enjoying learning, your jobs that much easier. So, what we were doing was providing the children with the framework and a way to learn and then watch the excitement happen. I just enjoy watching it happen. (Susan, p. 3)

> Maybe the biggest reward is seeing kids learn in a different way. It does take some of the pressure off being on-stage day in and day out and things like that. It lets the students see it from a different perspective. (Pivnert, p. 10)

> You have so many different groups, to say that the kids really enjoyed it. (Rose, p. 6)

CPP: Collegial Practices and Outcomes for Teachers

The teachers' descriptions of CPP exemplified collegial behaviors and outcomes. As explained in Chapter 3, I found information in the transcripts pertaining to the outcomes of collegiality by first using a deductive method. I matched teachers' perceptions of collegiality with those norms and outcomes outlined in the literature review. I also tried to gain fresh insights inductively. I noticed that, until they were asked, most teachers did not mention self-benefit as a reward of CPP. Collegiality, or working together, was primarily seen as a positive student behavior or a successful method for teachers to help students learn. However, in describing their perceptions and practices involving CPP, teachers demonstrated many norms of collegiality as outlined in the literature review.

CPP Involves Adults Working Together in the Planning, Designing, and Evaluating of Curriculum

In a collegial setting, teachers work and plan together. All teachers described planning units together with teacher-librarians, and in some cases, designing and evaluating curriculum. The extent of cooperation with the teacher-librarian varied, as did the extent of formal and informal planning.

Some schools had formal planning sessions with entire grade teams, while others planned as the unit evolved. Teachers discussed starting points for CPP units and to that end were asked what advice they would give to beginners about planning a CPP unit. Answers varied, but most would advise a beginner who is planning a CPP unit to use an informal starting point.

Informal Planning with Teacher-Librarian

Four teachers talked about beginning their CPP units with an informal, collegial planning process with the teacher-librarian. In this way they used the TL's ideas and expertise to enhance an original unit or idea. In some cases the teachers went to the TL with a vague concept, in other cases with a curricular unit, and others with an end product in mind. Planning without definite curricular objectives in mind allows platforms to be shared and creative brainstorming often occurs. Informal talk becomes a starting point for more structured unit plans.

Vague ideas can lead to animated talk where some of the most original planning ultimately results. The teacher and teacher-librarian share ideas and creative visions.

> Over the years TL has been a wonderful help. I'd go in and say "Look, I want to do something like this," and we will take the time and we will sit down and we'll just brainstorm ideas. And this evolved out of a series of brainstorming. "Well, we did this last year, why don't we integrate that with this?" And she had found a package, I forget what it was called, you know the cooperative learning package, and we integrated that, and modified it to suit what I wanted. (Pivnert, p. 4)

> Sometimes you come up with some crazy idea. You sit down between the two of you and all sorts of marvelous things happen from there, particularly if you've been working with that person for awhile. (Jean, p. 10)

> Actually, it just goes from discussions. You've got to go with the seed of an idea and if you've got somebody, you start bouncing ideas and it grows from there. And you have to have your curriculum in mind, so you sort of have to keep that in mind and what you should be covering throughout your year because you have. (Susan, p. 6)

Others went to the first planning session with an end product in mind. Often teachers know that there are times throughout the year when they want their students to do a presentation, prepare a formal report, or create a learning center. Teachers found that planning this final product with the teacher-librarian was very beneficial.

> I said I'd like to do this assignment with them, and I know that I talked to her also about what my goals were with this assignment, I knew that I wanted the students to do a presentation and what Gloria was very good about doing was to say, "Well, how do you want them to present it and what are the kids responsible for in the end? Do they have to do a report?" I guess Gloria's role in this would be helping me, just helping me sort of see where it is that I want to go with it and again, how to make it happen. (Megan, p. 2)

In some cases ideas were built on past experiences. Teachers have been involved in creative units for years, and many of these are being added to and adapted to become more resource based.

> I'm just trying to think of where the idea came from. I think that I had wanted the students--I think that I came up with the idea of the newspaper. I think I'd done that before. But in previous times I had done it strictly based on the novel, not as a research, but just information that came out of the novel would surface in the newspaper. And when I talked to TL about it, it was her idea to have the students use this as another activity, besides novel reading, to develop their research skills. And she was very aware of the kinds of information that we have in the library, and said, "You know--look--the students can research

> in all of these different areas, and create articles that are a reflection of lots more". (Lockhart, p. 2)

> I think this probably started--we've been using it for a few years now and I've sort of forgotten at first--but yes, I think that's where we started off was sitting down and taking a look at some of this, it was a thought, it was an idea, I'm not so sure it wasn't her idea to start with. (Jean, p.2)

Formal Planning with Teacher Librarian

Four teachers participated in formal planning with the teacher-librarian as a starting point for their units. The teachers' perceptions were that formal planning usually involves sitting down with definite curricular objectives in mind, and often formal planning involves looking at the whole year, not simply individual units. Teachers who took the time to do formal planning found benefits in that the planning was often tighter and more controlled than when they planned on their own. Lockhart reflects on formal planning and its benefits. She sees the same behavior shown by teachers as by students. When people work together, they tend to do a better job so they don't let the other person down.

> I know I've done things in the classroom . . . but I may not plan it as well as TL and I plan things. When there's two people planning, I think you plan better. It's more--it anticipates more things; it looks after more details. (Lockhart, p. 7)

Ruth relates that formal planning is an integral part of the research process in her school. "Actually, TL and I do sit down at fairly formal planning. We'll say, sit down Tuesday afternoon and I'm a great one for writing things out. TL talks and then I talk" (Ruth, p. 3).

Reliance on Teacher-Librarian or on Previously Prepared Units

Three teachers related stories of heavy reliance on the teacher-librarian for the creation of some of their plans or student activities. In these cases, the units were not long ones and often involved a short research activity in the library. Megan and Diane describe how the teacher-librarian accommodates them in these situations.

> I gave her a scrap of paper a couple of times now, just a rough outline. And she's very good about that. She'll take it and say, "No, no, that's fine." I think also that she appreciates it again if I can give her as much information as possible before coming in with my class. (Megan, p. 6)

> And that reminds me of a game that I was making up for my--no I wasn't making it up--I was helping my kids make up a game with Canadian history at the beginning of the year. So I talked to TL about levels of questioning, and she made up a game for the kids to teach them levels of questioning. It was perfect. (Diane, p. 8)

Many times teachers and TL's adapt units which they have found in books, at conferences, or which have been shared by other teachers. Teachers felt that this was a positive starting point for units, and an effort should be made to provide sample units to teachers and teacher-librarians throughout the province. Rose told of adapting units that had been prepared elsewhere.

> Actually it was a unit that TL had come across, they did it at the North Battleford Comp and it had been done in Saskatoon in different schools and he had gotten access to it and wanted to work with someone that he felt he could work with. (Rose, p. 1)

Benefits of Planning Together

When asked, it was the teachers' perception that planning together was beneficial. The benefits were in improved personal relationships, gaining from each other's personal strengths, and better, more controlled planning. Ruth

described the benefit in terms of personal relationships, and Susan and Jean spoke of the benefits of two personalities complementing each other.

> I think there tends to be, or there can be, not always, but there can be sort of walls between teachers. . . . But when you work through something together and you encourage each other's strengths, rather than criticize weak areas, that wall comes down, definitely comes down. (Ruth, p. 6)

> She always said I was--what was our comparison? She was the Mr. Rogers, she used to say, and I was the dramatic one. (Susan, p. 7)

Advice to Newcomers to CPP

Advice to newcomers is not an easy thing, but all teachers agreed that they would encourage a newcomer to work with the teacher-librarian in a CPP unit. Some felt that a new teacher needed to keep control of her own planning. Ruth suggested that "new teachers need that security to find out where they are going." All eight teachers suggested that newcomers go to the teacher-librarian with an idea or objective in mind, and then go from there.

> Say to them, if your object is to teach research skills or your object is to better understand this novel, or your object is to investigate poetry or whatever. Go into her with that and ask her to help you create an activity. (Lockhart, p. 9)

> Go with an idea to start with of what you want to accomplish. And then sit with her and brainstorm to figure out an innovative way to get there. (Pivnert, p. 14)

> Probably just go in and say to the TL "I'd like to work through a unit on animals or whatever in such and such a subject, and I want it to last two weeks, can you give me some ideas on where to begin." (Ruth, p. 10)

> I would go, for example, the unit I just started is social is Brazil. So I would go to the TL and say "Our topic C for

> social is Brazil, what can we do?" And she is a wealth of ideas, and she says, "We can do this, or we can do this, or we can do this." (Diane, p. 2)

> Again, there brings in two professional people and you get better ideas. . . .You end up with a better product in the long run because there are two people working on it right from the start. (Jean, p. 5)

Teachers Involved in CPP Teach Each Other What They Know about Teaching and Learning

In a collegial setting teachers "show mutual concern for their collective teaching performance" (Rosenholtz, p. 50). Teachers in this study demonstrated this collective concern as they expressed how CPP provided opportunities to work with and learn from each other. Learning from each other involved discovering each other's expertise as well as acquiring new teaching skills and practices. As Diane expressed it, "The best thing about working with another teacher is just the wealth of information that comes from both people" (p. 12). Two participants mentioned the benefit of having an opportunity to acquire library-specific knowledge and expertise.

> Work with the librarian. That's the person who has the expertise in that area. Especially if you are a new teacher, you can learn with the kids, but in the meantime, you've got someone who is the expert on it so you've got your kids right on track right from the start. (Jean, p. 2)

> So I really view TL as a helper and sort of a bonus to my lessons. She brings in lots of ideas and I am not trained in library science, I know very little about the material that's available. I mean I know the Dewey system and I know how to search, but I don't know the periodical kinds of possibilities, and I certainly don't know the CD-ROM's and all that TL has done a fabulous job of keeping up with, really current

> technology. And we use that, like a bunch of software now that she has brought into my life, that I really was not aware of. And so now my students are using them and I don't think that would have happened without her helping me. So I think that's one big advantage. (Lockhart, p. 5)

Other teachers spoke of how CPP gave them an opportunity to learn and practice the art of teaching. Teachers are often on a quest to discover new methods, lessons, and skills. Often they search for these things at conferences or conventions; however, CPP gives them another opportunity, that of learning from each other. Lockhart said that "the biggest plus is that it gives a whole new dimension to my planning. It adds somebody else's ideas, somebody else's expertise" (Lockhart, p. 7). Teachers felt that with the confidence they gained from working with the teacher-librarian, they could then expand that knowledge to other partnerships throughout the school.

Rose worked with the teacher-librarian in a CPP unit, and realized the enjoyment and benefit of working together.

> And I found that working with other people, other teachers is really great. I've learned a lot from just watching and working with other teachers, probably learned more doing that than from anything else. (Rose, p. 5)

Ruth found that learning simple classroom procedures and techniques a beneficial outcome of working together. If you tell each other what works for you, it helps others in their classrooms as well. Ruth gave an instance of staffroom talk about working in groups. These collegial hints can be used in any teaching situation and help staff to become better teachers.

> Just a quick example [of learning from each other]. How to pair up groups of children to work. In groups of two, groups of three, I sit down with a couple of other teachers and this could be totally unrelated to the library, but we sit down once a week and we talk about cooperative learning and classroom structures

> and we've often talked about if you're ever working on a project, how best to manipulate your groups a little bit closer, the high average low learners and your low average low learners and the things that make better partnerships, learning partnerships. Those kinds of things. (Ruth, p. 9)

Involvement in CPP Provides Increased Talk About Teaching and Learning

Teachers told of how working with teacher-librarians provided subject matter for staff room chitchat, and of how they both felt excitement at viewing finished products or sharing experiences. Teachers perceived that so often staff room discussion centered on everything except the art of teaching. When teachers worked cooperatively, however, discussion topics changed. Jean, Ruth, Diane, and Susan speak of teachers talking to teachers.

> But I think there's a lot of discussion that still goes on with the librarian, where you're still sharing ideas and still improving the unit every time you do it, there's something that's a little bit different. It's that pooling of ideas that makes that happen. In order to learn more, you need to talk to people. We can't all attend every conference that comes along and again, this is a sharing thing that needs to happen. (Jean, p. 8)

> Oh, Joyce and I talk all the time. It's just sort of staff room chitchat and I suppose we sit and basically think out loud--just the two of us. (Ruth, p. 3)

> And I can say, well in fact those story books over there my kids have worked on, and TL worked a little bit with them, but she's really interested in how they're turning out, she wants to see them. (Diane, p. 5)

> I found that too, when you talk about it the more insight you have as a teacher. (Susan, p. 4)

Two teachers spoke of how CPP helped them share ideas with staff members other than the teacher-librarian. Out of this staff room sharing grew

ideas for teaching partnerships across the school, and because of the CPP experience, teachers gained confidence to cooperatively teach with peers other than the teacher-librarian.

> If you've got someone else on staff who is teaching that subject at the present time, then by all means talk to that person too or those before and after. Because very often things will come up in there. "Oh, you're doing that unit again?" Then you carry on and tell them little stories that go on in the classroom. (Jean, p. 10)

> I think so in that a lot of what I do in my program, the grade three teachers are aware of it and are now overlapping time tables. We're now covering more general topics at the same time, so we can do a lot more cooperative kinds of things. For example, I know that when my class was covering endangered animals in science, I was doing a lot of animal stories and the grade three teacher at the same time was doing a unit on arctic animals for her social studies and we cooperatively shared presentations. So our timetabling became closer because of research than it would have been ten years ago. (Ruth, p. 8)

Adult Learning is More Energized and Likely to be Sustained when Working on CPP Units

Working in CPP units gave teachers increased energy and a sense of well being. Teaching is a demanding job, and teachers felt that when they were working together they experienced increased satisfaction, and were given a chance to be recognized for their accomplishments. Also, increased energy was felt when there was another adult there for support. When reflecting on the cooperative teaching experience, teachers felt a sense of satisfaction. Looking back on the year's events, they had something to be proud of.

> I think we both said at the end of the year that it was for both of us, it was one of the real high points of the year. So I mean that would make it worth it. (Rose, p. 5)

> I think in a lot of ways it's quite entertaining to see two people working together and how they sort of balance off each other. I think it reinforced a lot of things that I believed about kids of learning and about working with other people. (Rose, p. 8)

> I felt satisfied and pleased and I could see that in the kids as well, that they'd enjoyed doing this, something different and it was rewarding. (Pivnert, p. 5)

Working with CPP units gave teachers the opportunity to be successful and to share those successes with others. So often teacher successes go unnoticed or unannounced, and there was a general sense that it was much easier to talk of successes when another adult was involved in the activity. Often teachers felt that when they spoke of individual classroom successes, they felt as if they were blowing their own horns. At one point, in an interview with one participant, we concluded that it was easier to blow your own horn when you were "part of a band." Teachers admitted that they were delighted when, by working with CPP, they were provided with a chance to be recognized for their accomplishments. This recognition come from other teachers, principals, students, and the public.

> And that was definitely brought out by the principal. He would say "I want to congratulate TL and [you] for trying something," And we displayed some of the stuff and the staff wanted to see the stuff and TL had a lot of it displayed in the library. The local paper did a write up on it and the school we went to, the elementary school really praised it up and the kids really enjoyed it, the principal really enjoyed it. (Rose, p. 7)

> I think it gives me a sense, because she's so good at her job, that I know that I'm the teacher responsible for them, and I'm going to look darn good. Instead of me saying "Look what I did," it's Lois saying, "Look what Diane's kids did," and then that's okay. It feels good that my kids did that without me saying,"Look!" TL says it. (Diane, p. 4)

> So when you get to work with somebody else, it's really sort of encouraging, because you feel that somebody's celebrating your successes. And when the newspapers looked good and they put them up in the library and around the school. I feel like somebody knows that I've done something with my classes and I really, I mean in the other direction, I am constantly amazed at TL's skill and I don't think I'd know that, if I wasn't here. (Lockhart, p. 6)

Two teachers mentioned increased energy as a result of working with another adult. Energy can come from another's enthusiasm, ideas, or just that person's state of mind at a certain point in the day.

> I think that I also had that extra enthusiasm and that really feeds good. And I think that's maybe another advantage to having a teacher-librarian, somebody to be up about the topic, whereas if I had a very long and hard day I may not have the energy. (Megan, P. 10)

> It takes the whole weight on your shoulders. It was nice to have this input of ideas and the reinforcement as well. Because TL is a very, what's the word, yes and she's a great morale booster. I mean she would get me through areas when sometimes I would say, "I don't know why we bother to do this, I don't even," and she'd say, "Oh, it's wonderful, do this and do this." And so it helps smooth out the rough spots a lot. (Pivnert, p. 5)

> You can show much more of what you're doing in the classroom because someone else is there--you have this different sort of excitement about it. (Ruth, p. 9)

Teachers Involved in CPP Experience Professional Growth and Commitment

Six teachers shared how they thought working together in CPP helped them in professional growth and commitment as teachers. Teachers who work behind their classroom door are seldom observed except in a formal setting for evaluation purposes. When teachers were able to work together and observe

each other informally, they described a change in attitude, and felt that they had experienced positive growth as professionals. Commitment and a desire to improve was evident.

> That's right and you keep improving. Again, another person is drawn into it and more new ideas come up. And it's good to change it a little bit as you go along too. Particularly when you've taught another sibling in the family, they come in with certain expectations and it's not such a bad idea to do it a little differently so that becomes their unit instead of something that happens every year. (Jean, p. 4)

> It's affected my beliefs. I would never go back to a school that didn't have some kind of team, cooperative planning. I couldn't do it. (Diane, p. 5)

> I definitely think you do feel more of a commitment. Because maybe that's one of the frustration that people feel, because someone else is looking in on what you're doing. And in a way you do--it pushes you to excel. When someone is excited and interested and then you should go for it too. (Susan, p. 11)

> I think for teachers to survive in education, CPP is critical. Absolutely critical. It's critical to us in terms of professional growth and it's critical in terms of personal survival. If we don't use each other as a resource, we're going to burn out, very, very quickly. (Ruth, p. 11)

> Definitely growing cooperatively. I think in isolation, I don't have the opportunity to reflect on what I'm doing. Or to share my ideas, or just to check with somebody. So I think absolutely, I believe that you have to have contact with other teachers and sharing ideas. It's really important. (Megan, P. 9)

> I found that in some aspects of the old Biology course, the only way to deal with it was through an interaction with the librarian. (Pivnert, p. 7)

CPP: Program and Personnel

School Library Program

Within the context of their understanding of CPP, teachers mentioned the school library program and personnel, especially the teacher-librarian and her involvement in the CPP units. When discussing the school library program, teachers talked about research as a process, the identification and teaching of research skills, and research as integrated with the curriculum on a school-wide continuum.

Research Process

From the descriptions of the units, I could tell that all teachers in some way used the research model outlined in Focus on Research (Alberta Education, 1990) as a basic process followed in their activities. Although specific questions were not asked in this area, four teachers talked about the importance of involving students in information retrieval, information processing, and information sharing. Student involvement in planning and evaluation of the unit was mentioned less frequently. Teachers seldom used the vocabulary found in Focus on Research when describing the research process, but the process nevertheless was articulated.

> They have to have a topic in mind then they have to know how to use the materials in the library to help them find the book, whether it be done on the computer system or cardex or whatever the system the library has, they have to be able to physically manipulate the system and know how to use them. And then once they find the books, they have to know how to find the information in a book, whether it's through a table of contents or index or whatever. Those are the basic facts and also kids don't know them all. . . . And then they have to know

> how to take notes and then how to take those notes and put them in their own language, that they can use. These are really, difficult things. . . . And then how to use the information and present it to people, if that's the goal, or for their own uses. (Ruth, p. 11)

If one looks carefully at Ruth's description of the process, one will recognize some of the Focus on Research categories. Pivnert described information retrieval in this way: "Part of their evaluation was that they had to learn how to sort the wheat from the chaff. And get to the point. I mean some students would spend forever chasing rainbows, instead of getting the information that they need so that they can address the problem itself" (p. 15).

Few of the teachers specifically referred to the pre-research process of assessing the student's knowledge before the actual research began. As stated by Alberta Education, " Planning for continuity in learning experience needs to be based on the teacher's knowledge of what the student currently knows and what needs to be learned next" (Alberta Education, 1990b, p.18).

Jean demonstrated a clear understanding of this pre-research process by asking the students what they knew about the animal of their choice.

> [They watched] a movie based on an animal, the bear is one that we've done and I've got a couple of others that we can do as well. So they start setting up their questions because of that movie so when I give them the actual assignment they are already prepared. They have a pretty good idea of what their questions have to be, where they have to go in terms of finding information in order to be able to do this and there was a bit of an outlined that we've drawn up. (Jean, p. 2)

Research Skills

The teacher-librarians often engaged the students in skill lessons pertaining to information retrieval or other library related skills. The skill

lessons involved such things as working with periodical indexes, using encyclopedias, reading a newspaper, and using key words. Skill lessons were also taught in the information processing area such as how to take notes and how to process information from a video. Two teachers said the teacher-librarian taught a mini lesson directly before the students began their own information retrieval. Jean described how her teacher-librarian did a lesson called "Hands On Learning" where students traced their hands and then wrote on each finger a method of information retrieval. Each student then practiced retrieving information from five kinds of sources. Pivnert mentioned that TL volunteered to come into her class just before the unit began and "go through the steps when you're doing a research project" (p. 6).

Three teachers said that the teacher-librarian taught oriented the students to the library at the beginning of the year, and that these skills were simply reinforced during the actual unit.

> We mesh them, but I'm a firm believer that the content is secondary to the skills and I think Lois agrees with me. So she starts the kids right off the beginning of the year with research, little research units. (Diane, p. 5)

> Every English Ten student, at least that I have, has library orientation done by TL. Now if this unit is going to appear late in my course, we do the library orientation earlier in the year and then when they come time to do their newspaper, they've already had the library orientation. (Lockhart, p. 3)

> TL basically does a research unit with each group of students throughout the year and teaches them the basics of research, general research, so they have that. Now these youngsters have had this two or three times at this point in their schooling. (Ruth, p. 3)

Two teachers spoke of integrating specific, pre-planned research skills as an integral, ongoing part of their units. Susan explained that "in grade

three what we were teaching was the use of an index and key vocabulary, so those were our two main focuses." Other teachers explained that the curricular objectives such as reading, listening, and note taking were always there, but not necessarily articulated in the planning sessions. In these cases the teacher and teacher-librarian taught students the skills as the need arose. Students were taught on an individual basis when they realized the necessity of acquiring the skill.

Research Skills Continuum

The subject of a school based continuum of research skills was discussed in four interviews. "There are many reference sources for skill development in the research process in different Programs of Study. . . . These references may be used by schools as a starting point for developing their own research skills continuum" (Alberta Education, 1990, p. 22). Three teachers were not aware of a scope and sequence of research skills to be taught at various grade levels in their school. However, they all assumed that the teacher-librarian would be aware of such a continuum. "She's such an organized person, I wouldn't doubt that she probably has one. And if I asked her for one, she'd make it tomorrow" (Diane, p. 4).

When asked if their school had a school-wide continuum of research skills to be taught Rose answered, "Not that I'm aware of", and Pivnert explained, "No I don't have anything like that. . . . [TL] might have. I've always developed things on the basis of classes that I had and what will work. Because what will work for one class might not work for another" (p. 6).

Two teachers, Susan and Jean, were aware of a school based continuum of skills to be taught in conjunction with the research units. Jean realized that the teacher-librarian was working with the teachers on this continuum, and that

it would be in final form soon. She realized its importance and how the teacher-librarian is in position to coordinate such a project.

> That's why we need that person who has hopefully a little more time and again that expertise to take a look and say, "okay, here's where we should be at grade seven level, now let's work our way through that." You need one person who knows what's going on so you don't end up with a duplication. (Jean, p. 9)

Susan was fully aware of the research continuum for division one in a school at which she formerly had taught.

> I saw kids coming from two who had already gotten the idea of the use of keyword . . . so when they came to three they were already quite adept at using the keyword idea and then we introduced them to the idea of using indexes. (Susan, p. 9)

Role of the Teacher-Librarian

The role of the teacher-librarian was not the central question to this study. However, when teachers described their perceptions of CPP, the teacher-librarian's role as a provider of information services, collegial partner in curriculum and instruction, teacher-leader, and facilitator were mentioned.

Information Services

K. Haycock (1981) explains that providing information services in one role of a teacher-librarian. He states that the teacher-librarian's familiarity with units and resources enables such information to be accessed quickly and efficiently.

> These techniques are necessary in the resource center to gauge the precise information needs of the student and the level of specific skill attainment at that time. (p. 8)

All participants saw the role of providing information services as an important one when they worked cooperatively with the teacher-librarian. It is here that the teacher-librarian's expertise and quick access to knowledge is seen as a benefit to teachers and students Three teachers told of how they took advantage of the teacher-librarian's familiarity with the resources.

> Yeah, and I think that's part of it. Really, she's my life line to the library and is wonderful about if I come running in five minutes before I have to teach a class and say I need a video on this, and she knows exactly where it is. So that's super. So I've really depended on her in moments of panic. (Megan, p. 5)

> I think first of all she knows what new information is coming in so she can advise me and let me know, hey, there's a great video, this book is perfect for this and that's really important. So she keeps me in touch with what's new in the library. I think the other thing is she's also knowledgeable on research projects, seeing so many classes come through and do them and often will suggest things to me that I could have my students do and for me, I'm always open to ideas. So that's really good. But mostly just that she knows where the information is and she's willing to help the students and when I bring 30 students into the library and I can't be with all of them, she's great with saying o.k. do you need the computer? let me help you find this. (Megan, p. 4)

> "Oh, I've got something else back here, would you like to try that?" Or "this is something else that you might not be aware of, did you want to have a look at this?" And just he would make a unit for you so much better, simply because he had such an extensive background in every area and would be able to find all sorts of different things. (Rose, p. 4)

> That's right. I think that she was invaluable in it. I mean in the fall, I moved through a lot. I said, "look we need information on field trip made for this, this and this, what can you find?" And she would find things. (Pivnert, p. 6)

Facilitator and Coordinator

The teacher-librarian's role of program planning and coordination was seen as important by some teachers as they set out to do CPP. In this way, their unit would become part of an existing plan, not simply a unit in isolation. "We do need more coordination, let's say within the grade seven level because this animal unit is also part of the Science Seven course . We need to make connections there and be sure we're not doing the same thing, because that's not fair to the kids either" (Jean, p. 9). Jean also expressed the need to articulate student outcomes, and be sure that the school had common goals. "If you've have everyone pointed in the same direction, then we're going to be far better off with our end product." Jean also cautions that "the TL coordinator also needs very strong support from other staff members in order to make this fly" (Jean, p. 9).

Other teachers mentioned that the teacher-librarian coordinated units and bibliographies which were beneficial in ongoing unit planning.

> Right, and there's no point reinventing the wheel every time either. This way having her resources we were able to build on previous things, plus her knowledge of what other teachers were doing as well. She could help that way. (Pivnert, p. 5)

> And they hit every--Gloria made sure that there was I think a bibliography of all the materials and things that might be available. We used encyclopedias, we used magazines, we used textbooks and books and articles that she had found. (Pivnert, p. 13)

Collegial Teaching Partner

As I have explored in a previous section of the findings, teachers saw teacher-librarians as partners in unit planning, but not as often in the actual

teaching of the unit. The teacher-librarian was seen as one who primarily taught research skills, or facilitated the retrieval of information such as setting up centers, but did not actually teach in that area. In some instances, however, the teacher-librarian was responsible for providing knowledge regarding a specific method of information sharing. For example, Lockhart tells of the teacher-librarian teaching a newspaper unit in order to facilitate the sharing of their research.

> One of the lessons that is in this unit is a lesson on newspaper which TL developed. And it is about an hour lesson on newspaper format and layout. And she goes over all of the terminology, you know the cut line and caption and by-line, all those words, what they mean and how they could be used for the students to set their own up. And she brings in examples of different formats, like tabulate paper, and the Globe and Mail is the wider column. (Lockhart, p. 3)

Teacher-librarians were primarily seen as facilitator after the initial planning and introductory lessons about research skills. However, some units were team taught throughout. Pivnert pointed out that at the end of the unit, she and the teacher-librarian looked at ways to improve the unit. "There should be a debriefing after that to look at the pros and cons and ways of improving it or changing it for the next time. Or celebrating the final product" (Pivnert, p. 15)

Although Pivnert spoke of a debriefing process, others indicated that a teacher-librarian often planned a new unit with a teacher, but when that unit was repeated, the teacher-librarian was used differently or not invited to confer with the teacher when revisions were made. Jean explained that initially she invited the teacher-librarian to team teach in the classroom when dealing with

such concepts as note taking; however, that is no longer done. Ruth speaks of using the teacher-librarian differently as the unit changes over time.

> I probably would involve Joyce differently, not--it may not be as much, but perhaps differently. Joyce and I could probably do something in the way of a little bit of drama next year, to add to the unit. And do a sketch. (Ruth, p. 4)

Teacher Leader

Barth (1988) suggests that all teachers harbor the capacity to lead. Little (1988) adds that when teacher leadership is encouraged the quality of the school's instructional program may increase. Teachers in this study perceived the leadership coming from the teacher-librarians by the way the TL's got them to break with their traditional method of teaching in isolation. Also, the TL's provided the teachers with confidence to try new things and worked with the teachers to develop new teaching practices. Both Megan and Rose expressed the teacher-librarian's leadership role as one of being enthusiastic and boosting staff morale.

> And one thing I always thought was terrific about him, is like for example in the social studies, this was my first year teaching it here. And I would go in and I would maybe be looking for this or looking for that, and he never would make you feel like, "Well, if you just looked over there you would find it." (Rose, p. 4)

> They have to be enthusiastic about information, about acquiring information and keeping up with the latest resources. And they also have to be very enthusiastic about researching the different curriculums, so that they know what is really needed, so that they're not just ordering what might sound good. (Megan, p. 11)

Changing Perceptions of Teacher-Librarian's Role

Each participant was asked if her perceptions of CPP had changed over time. One common perception was that teachers are just now finding out, quite by accident, what the teacher-librarians are prepared to do. Some talked about the biggest change being in the realization of the possibilities that exist with CPP. Others spoke of the change in their idea of a teacher-librarian corresponding to their conception of what a school library is all about. Many were amazed when they discovered what the teacher-librarian was prepared to do.

> One other thing was that I think of the last unit, one of the last units where TL and his assistant got all the information together for me and actually I was amazed that they did that. I didn't realize that they did all of that. And speaking to Brian before, he said, "No, no, we do this. This is a part of our job as long as we've got a warning." (Rose, p. 6)

> When I think back to when I started teaching, I can't remember anything that was even close to what we're doing now. And it's probably since I came back to work full-time that this started to really have some meaning. Part of it was because there was no one in the library, it was just basically library clerked in and out of books and that was about it. Maybe a little bit of help to find something. But in terms of sitting down and planning something together, usually the person didn't have--well number one the time, number two the expertise in order to be able to put anything together that way. So that's where I would see the biggest difference is that we have something now that we never had before. (Jean, p. 5)

> I didn't know what I was doing first of all had a name. I thought I was just inventing something here and went along. And then through working with TL it came about that you know this actually has a name and there are people that do these things. And I mean this is something I think that, and I've watched now at conventions, science conference, and teachers convention. I've looked for cooperative learning sessions. And

> I've realized that "wow, I was sitting here thinking that I was really doing something original when it's all over, and I didn't have to do all that work." I had no idea that a librarian would do these things for you and with you, until I met TL. (Pivnert, p. 14)

Some teachers spoke of the teacher-librarians now sharing the library with the whole school more than they used to. The old thought was that the library was a place to house fiction and reference books, and that the primary role of the librarian was to ensure that the collection was circulated, but never misplaced. The new perception is that the library belongs to everyone, and that it is important as a school learning station.

> To use the term "home turf," the library belongs to the librarian has sort of been an attitude, I think that's changing. You take a look at our library, it's like a circus at times the number of classes who need to be in here and I think that's very positive. Again because kids need--there's no way kids can learn everything now, but they have to know how to access that information and that's why this is so important that we start at grade seven. (Jean, p. 5)

> I think probably the more time I also spend in the library, the more comfortable I am there. And I feel more comfortable also being in the school, but I feel more comfortable going up to students that aren't in my class and are causing problems and taking a bit of control in the library and saying "be quiet, do this, do that." It would be something that should be natural and you should do it all the time, but I guess initially I kind of felt that the library was her domain and..you know, but I guess maybe in that respect I've become. . . . (Megan, p. 7)

It was also perceived that the teacher-librarian is now seen as an actual teacher now more than in the past. Some discussed the differences in expectations between team teaching with another subject area teacher and working with a teacher-librarian. There is still some perception that the

teacher-librarian would not have the actual classroom management skills to be a real "teacher." In these situations, some thought that many staff members still held the traditional idea of the librarian being an outsider. Lockhart spoke of her present teacher-librarian.

> I certainly perceive her far more as a teacher than I have other librarians as teachers. I see TL as at least a half time teacher. (Lockhart, p. 6)

Ruth admitted that she hadn't until recently thought of the teacher-librarian working in a wide variety of subjects. She explained that she thought of the teacher-librarian as a teacher, but many didn't.

> I'm sure when I started I didn't realize the scope and even the extent into some of the other subject areas because we often think of the library teacher as a language arts person, that sort of traditional box that we put those people in and this can go on and on and on and on even the unit like sports or science, phys-ed, mathematics, you know, you can carry it on to some of the other areas and that person can be involved in planning each of those areas, not just the language arts teacher, use the teacher librarian any more. (Ruth, p. 7)

> Generally speaking, I think, the average classroom teacher still sees the teacher-librarian as a librarian, as opposed to the teacher. Maybe because often they're not seeing the teacher-librarian in a homeroom situation. (Ruth, p. 11)

Megan tells how her perception has changed over the year. She explains that a lot of people don't know the difference between a teacher-librarian and a library assistant. This was echoed somewhat by others in the study, although all the teachers targeted for this study were very aware of the difference.

> Maybe my perception at the beginning, the very beginning, when I first came, even in junior high school. Well no, I knew that the teacher was a teacher first and a librarian second. But I didn't know that about TL right away. And maybe my

> perception was a little different. . . . I think a lot of people don't understand the difference [between a teacher-librarian and a library assistant]. I would say for sure. . . . I maybe do a little bit, I think. And as I said, I also recognize maybe in other teachers--I'm not sure whether it's a pride issue or whether it's getting this misconception that this is actually a teacher as well as a librarian, and not just a librarian. But I definitely recognize in a couple of other teachers that perhaps--they don't mind talking about ideas and getting a bit of help, but . . . (Megan, p. 9, 11)

Concerns Related to the School Library Program

Time to Prepare

When teachers were asked if there were costs associated with being involved in CPP, all said that the good soundly outweighed the bad. The most common cost stated was finding the time to prepare the units. Time itself wasn't the issue as much as finding a common time to sit down with the teacher-librarian and others involved. In many cases, the teacher-librarian wasn't full time in that position and was not available during the classroom teacher's preparation periods.

> I would like to see the educational system changed around enough where a teacher has the time to develop these packages. And to be able to work with the teacher-librarian and with other teachers on staff, across curriculum. (Pivnert, p. 16)

> She's not always available. I teach three different classes. We're usually lucky if we can hit one of those classes. (Jean, p. 2)

Pivnert spoke of the time she spent creating a high school science unit. She spent hours reflecting about possibilities and changes. She was constantly

doing revisions on the computer and projecting student reaction. She felt this was much more demanding than traditional teaching.

> I don't know where I found the time to do it. This year I'm finding a lot of difficulty coming up with the time to do the things that I just have to do, let alone trying to do things that I don't have to do. But I always manage to find the time, it would usually be a study weekend straight, sitting down in front of the computer, putting things together, and often, even very late at night I'll be sitting watching T.V. and all of a sudden I go 'Wait, if I do that way, that's going to be a problem' and I turn on the computer and I'm going back and realizing that you've got to make this adjustment and this adjustment and you can catch a lot of snags that way. But it occupies a lot of your thoughts and a lot of your time. (Pivnert, p. 13)

Teacher Librarian Time

The amount of teacher-librarian time given to schools and the use of the teacher-librarian's time was also seen as a concern by the participants of the study. Teachers felt that the position was important, but care should be taken to ensure the duties are teacher-related. Teacher-librarians are asked to do a multiplicity of tasks, and the teachers perceive that the results of their work should be felt directly in the classroom. One teacher expressed her view in this way:

> And there are lots of times when I know that TL spends a lot of hours on clerical kinds of book ordering, book cataloguing, all those kinds of things. She's on the phone a great deal. And there are times when I think maybe that's not the best use of her time. And as I'm overloaded in teaching, I think you know I love being able to use her as a teacher-librarian, and I see that as a real plus for me, but it's got to happen in the classroom and maybe the other kinds of things that take so much of her time, don't directly help the classroom teacher. (Lockhart, p. 11)

Another concern as to where the teacher-librarian is spending her time is in the area of technology. Schools are acquiring computers and systems, even in the times of restraint. Much of this technology is situated in the library, and in the absence of a technician, the teacher-librarian is assuming the role of technical advisor to the systems and software. Teachers see this advent of technology as a good thing, and are for the most part unsure of the role of the teacher-librarian in its maintenance and promotion. Lockhart expressed her concerns in this area

> Yes, but I think that as technology has taken over in the library, I have seen her more as a technical advisor than I used to. A technology advisor, I used to see her more as a help in terms of planning lessons and planning activities and now I need her a great deal to help my students with the actual technology. We have done many services on Encarta and those kinds of software. (Lockhart, p. 9)

Overlapping Curriculum

Three teachers saw the lack of coordination as a concern. Several curriculum guides suggest that there be a resource-based unit as part of the year's activities. These suggestions are often similar for more than one subject area at a single grade level. Students then find themselves doing similar units at the same time, or, certainly, in the same year. This problem occurs more often at the secondary level, and often when one of the subject teachers hasn't consulted with the teacher-librarian. Lockhart was one who thought the costs of doing CPP units were minimal, but overlapping curriculum could be a concern.

> I have heard students say that they have had this more than once. For example I do a cooperative unit with my students in English 20, somebody might be doing it in Social 20, or Biology 20. . . . And there is overlap because often TL will do the same intro-lesson or the same sort of orientation kinds of things. So

> students do get it more than once. So there is that disadvantage. Not that means they're going to learn it, well. There's nothing wrong with repetition, but yes the kids perceive it as a bad thing. Other than that, no, I don't see it. (p. 12).

Personnel Costs

Two teachers spoke of the cost of personnel. In these times of economic restraint, every position is weighed with every other position in mind. Teachers realized the vulnerability of the library program, but thought it was worth fighting for. Jean summed up her feelings about personnel.

> I guess if you're using two professionals as opposed to one, it's going to get out of proportion for cost, but as far as I'm concerned, it's very well worth it. The end product is very worthwhile. I guess to get all the resources that we need on hand, again, that is an added factor but as educators, we have to prepare our kids for the future and we can't live in an isolated situation where you have limited rescurces whether it be people or books or computers or whatever it might be. That's very much a part of what we have to prepare students for. (Jean, p. 4)

> I think there's other things along the way. I wouldn't consider that a cost. I would consider that time very well spent. (Jean, p. 4)

Lockhart agrees that when looking at the cost of personnel the teacher-librarian must be seen as an essential position in terms of curriculum delivery.

> I suppose that in times of cutbacks, that TL's position is going to be questioned because she's not in a classroom. And there are times when I have thirty-five English 30's, I might be tempted to say, "Gee, if TL taught an English 30, everybody could have five less kids or six less kids in their classes." So there will be times, I know, when that comes under scrutiny. (Lockhart, p. 11)

Need for Advocacy

Teachers perceived the need for advocacy. They felt that every teacher should be aware of the school library program and how it works. Many were concerned that the staff wasn't made aware of the role of the new library program and the kinds of things the teacher-librarian would do with them. Teachers felt that the teacher-librarians should be responsible for making their skills and role known. Other teachers felt that school libraries were being underused, and that promotion and advocacy was necessary.

> I think that one of the biggest problems is that people, in this school, teachers in this school, are probably not using the library as much as they should. Even if it's just for themselves. I'm always there, because I'm always taking out books, selecting lesson plans, sort of learning everything a step ahead of the kids. Especially the Social 30 unit. And regardless of what subject you're teaching, there are some excellent books. I know that our teacher doesn't use the library, but I can think of every subject, with the exception of math, perhaps, that would find some benefit in the library. Or using the library. I think magazines that are ordered that aren't used, for various topics. Environmentalist magazines, green magazines. I don't think they're being used and it's a shame. (Megan, p. 11)

> But I think it does have it's place though. I think that it should be, the entire staff should know what the teacher/librarian has to offer. You guys have hidden your light under a bushel far too long. And you're not just people that are shelving books, and buying books, you have to know what's going on in every department. When we have big curriculum changes Gloria has been following very closely what these curriculum changes are and seeing how things can be integrated and revised in terms of resources. Especially for the new bio 20 program that came in. I was tearing my hair out: "Gloria we have to do this differently" and so she was looking for new resources and how we can start putting them together. (Pivnert, p. 14)

> In some subject areas it's not as important as it is for other ones, but gee, it sure helps you if you know what's available. It should definitely be a part of a new teacher's orientation, that this is what we do and then I think that--I know Brian comes up with what's new and that sort of thing--that's something that he'll have printed out. (Rose, p. 6)

How this awareness should occur was unsure in the minds of most participants. Some discussed the teacher-librarians hesitancy to take staff meeting time, and that she or he would usually wait until a teacher made the initial request.

> I think that's how the TL approached it a lot--she would wait. I think that she let people know she was there, and that she was certainly willing to help. But she waited until there was the need and then, "Okay, now I've got you. What do you think of this idea? We could do something along this line." That's how she snagged me. (Pivnert, p. 10)

Teachers felt that principals should be involved in promoting the awareness of the school library and its role. The perception was that principals should be involved in advocacy.

> Actually at our school I've seen evidence that the administrators have made time available for these students that communicate these things. Either through staff meetings where everyone's there. Or on an individual basis where you can actually go into someone's class for half a block and do a presentation, even if it's to the students, and if a teacher gets the information that the library is available to do, I feel at our library teacher has access to parent meetings and she can communicate who she is and what she does to the parents as well which is really helpful. (Ruth, p. 5)

Chapter Summary

When teachers shared their understanding of cooperative program planning and teaching they related their experiences of working together as teachers and students in the library. They also spoke of the experience within the larger context of the school library program and the role of the personnel involved. The above findings allowed the reasearcher to develop insight into the teachers' perception of CPP.

CHAPTER 5

SUMMARY, THOUGHTS, AND CONNECTIONS

Summary of the Study

Purpose

The purpose of the research was to investigate the nature of cooperative program planning and teaching and its relationship to professional growth. More specifically, the research was designed to obtain greater insight into the meaning and values classroom teachers associate with CPP. To this end the following question was addressed:

> What are the teachers' perceptions of cooperative program planning and teaching (CPP) with a teacher-librarian (TL) and how does this collaborative process affect them as professionals?

Five more specific subquestions served as guidelines to the study:

1. What are the teachers' understandings of the cooperative program planning and teaching process?
2. What are the teachers' understandings of the effect of CPP on their professional growth?
3. What do teachers see as benefits and rewards of CPP? What do they see as the costs?
4. What effect does CPP have on the teachers' professional relationship with the teacher-librarian?
5. To what extent and in what ways has CPP altered teachers' beliefs and practices?

Research Method and Design

The main objective of the study was to seek knowledge and understanding as it related to the participants. The design was naturalistic and continued to evolve as the study progressed.

To carry out the research, I used a purposive sample of eight teachers of varying grade levels and subject areas. These teachers had been identified as having worked cooperatively with teacher-librarians. Participants were assured of anonymity and confidentiality, and completed consent forms. It was then that initial data collection began. The data for this study were gathered by conducting semi-structured interviews with the teachers during the month of May. To ensure accuracy and completeness, the participants' responses were tape recorded and transcribed. The interview questions were used as guides, but the participants were encouraged to freely share their perceptions. To establish credibility, participants were asked to verify the content of their interview transcripts and were given an opportunities to alter or enhance the findings.

Once the transcripts had been reviewed by the participants, they were subjected to both deductive and inductive analysis. I read and re-read the material and first identified responses pertaining to teacher collegiality and CPP as identified in the literature review. In the second stage, using an inductive qualitative approach, I added and defined more categories. As the categories and themes emerged, they were shared with the respondents, thesis committee supervisors, and two other graduate students to verify credibility and further enhance reliability of the study.

After much reading and thought, a pattern emerged from the data which provided a framework for the presentation of the themes. Numerous

quotes were used in the presentation of the findings in order to provide the "thick description" desirable in interpretive research.

Summary of Findings

Categories

When teachers talked of their experience with CPP, they did share events which deductively matched those found in the literature review pertaining to collegiality and CPP. The category of "professional growth" and "energized adult learning" in most cases was not spontaneous, but emerged as the interviews progressed. Eighteen categories emerged from the content analysis, dealing with specific units and the creativity involved in teaching them, teacher and student behavior, and a wide array of concerns and perceptions related to CPP and the school library program.

Themes

The categories provided a means of organizing the data further. From examining the data within each category, four main themes emerged: (a) CPP: Creativity and Imagination, (b) CPP: Student Benefits, (c) CPP: Collegial Practices and Outcomes for Teachers, and (d) CPP: Program and Personnel.

CPP: Creativity and imagination. Teachers were first asked to share an experience with CPP. They each told of a unit, and each expressed the rewards gained through the creativity and uniqueness of the teaching experience. This part of the interview was where the teachers were on firm ground and sincerely seemed to enjoy what was being shared. This expression

of the creativity and imagination involved in successful units became theme number one.

CPP: Student benefits. Students play an important role in the teachers' understanding of CPP. Student growth in knowledge, in learning skills, and in personal skills was seen as an essential outcome of CPP. Teachers perceived benefits in the student (a) working with others, (b) acquiring life-long learning skills, (c) developing self-discovery and confidence, and (d) experiencing increased motivation for learning. Because of the importance of students in teachers' perceptions of CPP, student benefits became the second major theme of the study.

CPP: Collegial practices and outcomes for teachers. Collegial outcomes such as working together, talking and sharing with a colleague, and professional growth were seen as benefits of CPP. As this question was central to the design of my study at the beginning, responses to this question were first analyzed deductively from using the caregories determined from the literature review. I was open, however, to adding insights and understandings related to collegiality further to those found in the literature review. Categories which were found both in the literature review and in the participants' responses were: (a) CPP involves adults working together in the planning, designing and evaluating of curriculum, (b) teachers involved in CPP teach each other what they know about teaching and learning, (c) involvement in CPP provides increased talk about teaching and learning, (d) adult learning is more energized and likely to be sustained when working on CPP units, and (e) teachers involved in CPP experience professional growth and commitment.

The category which was missing from the interview data which was found in the literature review was CPP's relationship to a common school goal or vision. The importance of shared school goals as articulated by Rosenholtz

(1991) was not evident in the eight teachers' perceptions of CPP. Collegial outcomes for teachers, however, was significant in the understanding of CPP, and is included as theme three.

CPP: School library program and personnel. In revealing understandings of CPP, teachers spoke of their perceptions of and concerns about the school library programs and personnel. They discussed how their perceptions had changed over time, and how teachers' understanding and use of the school library program varies throughout their schools. They mentioned concerns about costs, personnel, time, and expressed the need for advocacy. Therefore, program and personnel is presented as this study's fourth theme.

To conclude, the summary of categories and themes above illustrate the broad spectrum of educational concerns and practices connected to the understanding of CPP. Research has lead to literature on the nature and educational outcomes of CPP, but teachers have distinct perceptions regarding benefits and concerns they see for themselves and their students.

Thoughts

Thoughts on the Study

In this study I set out to find teachers' perceptions of cooperative program planning and teaching, and, within that context, I found myself listening to stories involving the successes, rewards, problems and concerns facing educators today. Conversations with eight classroom teachers touched on student growth and learning, benefits of collaboration and working together, effective schools, educational change, technology, costs and

cutbacks, accountability, and the entire area of cooperative program planning and teaching within the school library program.

This breadth of topics caused me to expand my study as it emerged, and to realize that eight teachers' understanding of cooperative program planning and teaching and its relationship to collegial behavior is inseparable from the wider concerns and understanding of the entire area of teaching in today's world.

Thoughts on Working Together

Teachers and Students

When teachers spoke of the benefits and rewards of CPP and of the extent to which CPP altered their beliefs and practices, their replies spontaneously centred around student growth and learning. Their replies were consistent with research in this area.

Lortie (1975) in a study of teachers in Dade County, Florida, asked teachers what motivated them to teach. The theme that dominated was working with others, particularly students. Johnson (1990) asked a similar question in Massachusetts. One response was "I can give children education, make themselves feel good about themselves, let them learn to like to read, let them learn to look at school as Wow! This is wonderful" (p. 37). Samples of teachers' comments appear in Focus on Research (1990) as they are asked to comment on using resource-based learning. One comment is "I feel that resource-based learning increases student interest, motivational levels, and the opportunity for group work" (p. 70).

It was interesting that what the participants perceived as being the positive outcomes of students working together were similar to the collegial

outcomes for teachers mentioned by Little (1982) and Rosenholtz (1991). Teachers felt that student talk about learning increased, students experienced renewed commitment and positive growth, and their work was more energized and sustained. Also, students felt a sense of community while working in a library setting. Teachers felt that they altered their practices by changing instructional methods so that students could work more often in cooperative settings.

Teachers and Teachers

It was interesting that only upon reflection and, in some instances, only after the interview probes, teachers realized that the benefits of CPP to themselves as professionals were similar to those they described for the students. When describing their understanding of CPP, participants readily spoke of how CPP facilitated planning and working together. However, articulation of how CPP lead to increased energy, professional growth and commitment, confidence, and other collegial outcomes was not as spontaneous. As the interviews progressed, though, teachers talked at length of these personal outcomes, almost as if some of them were just then realizing the benefits to themselves as they spoke. Perhaps teachers are so focused on students that their own professional growth and the growth of the school as a whole is often neglected. I believe that teachers in this study understood how students benefited from working together, and they are just beginning to realize that the same benefits hold true for themselves. As more teachers realize the personal and professional rewards of cooperation, working together in all areas of the school may become a more common practice.

Teachers and Creativity

During the interviews, teachers talked about creative opportunities which arose from planning and teaching with another colleague. Many of these creative ideas emerged from brainstorming sessions. From these interactions, teachers discovered their gifts as well as the gifts of others. Joly (1992) discussed creativity in her Master's thesis on teacher-leaders. She wrote that "creative people and committed people are always seeking ways of learning more, of growing, of developing their gifts. They feel a need to . . . further explore their gifts that they can use in building community with the students" (p. 116). Upon reflection, I understand that the teachers in this study used their creativity as a means of facilitating more meaningful experiences for their students. Of great importance to them was a positive, safe, learning environment which stimulated curiosity and facilitated interaction among the participants. They were concerned that students be given the opportunity to grow in confidence, communication skills, and the ability to work together. This end was achieved through the creative teaching of CPP units.

Thoughts on Teachers' Understanding of the School Library Program and The Teacher-Librarian's Role

The School Library Program

Teachers in this study possessed some knowledge of the research process as outlined in Focus on Research (1990). However, for the most part, their focus centered on individual lesson or unit plans, created for the students in their immediate classes. These lessons met specific curricular goals, but were not necessarily seen as a planned step toward learning sequential,

developmental research skills on a school wide basis. The skills were not taught in isolation as, for the most part, they were integrated into a single unit or lessons. The individual lessons or units, however, were developed without a conscious awareness of what was occurring in the rest of the school. The fact that most of the CPP units shared by the participants were not part of a larger school-wide vision did not surprise me. The participants were those identified as ones who work collegially with the teacher-librarian, and, as expressed before, their motivation stemmed from the desire to provide excellent opportunities for their students. In the interviews, and in the process of identifying the participants, I realized that not every teacher possessed the same understanding of the school library program as expressed in Focus on Learning, a model not often articulated or evaluated as part of their school-wide goals. Some of the participants, however, realized the need for a more focused direction as to where they were going in terms of the entire school program, and these teachers expressed the need for advocacy and the creation of a school-based continuum.

The Role of the Teacher-Librarian

K. Haycock (1982) stated that the single most important role of the teacher-librarian is to cooperatively program plan and teach with classroom teachers. He added that "the major shift for the teacher-librarian . . . has resulted in the teacher becoming the primary focus" (p. 5). He went on to advocate that "every teacher-librarian should be able to articulate the aim of the program . . . and the future lies in working closely with teachers within the context of a clearly defined role" (p. 5).

In Alberta, however, it has been nearly ten years since the publication of Focus on Learning, and while teachers have some understanding of the role

of the teacher-librarian, it is certainly not clearly defined and strongly articulated. In this study, the role of the teacher-librarian was not the central question, but that role was naturally addressed within the overall framework of the teachers' perception of CPP. Some teachers mentioned the collegial benefit of sharing instructional goals with the teacher-librarian and the advantage of accessing each other's knowledge in order to attain these goals. However, many were surprised at the teacher-librarian's willingness to become involved in their projects or, if they saw the teacher-librarian as a collegial partner, it was primarily as one who gathered resources and reviewed research skills pertinent to the specific unit at hand. My understanding was that some participants felt that the teacher-librarians facilitated the units by being involved in the planning and being a lifeline to information, but they felt that the TL didn't necessarily share the same level of student-centered goals experienced by themselves as the classroom teacher. In other words, the students involved in the learning still "belonged" to the teacher involved, and the teacher-librarian was there to help facilitate goals set by the classroom teacher. Some teachers expressed that lack of teacher-librarian time or lack of flexible time contributed to the fact that the teacher-librarian was included in only parts of the unit. Other teachers, however, formed a more equal partnership with the teacher-librarian for the entire scope of the unit. The sharing of planning and expertise in all units did provide a level of collegial partnership which was positive, rewarding, and, in some cases, surprising to the teachers involved.

As teachers and school boards are faced with cutbacks, concerns about the costs and duties of the teacher-librarian begin to surface. Perhaps if CPP is to grow and continue to be practiced in the schools, a heightened awareness of the role of the teacher-librarian is necessary. If this role were

articulated by school boards and administration, it would reinforce the vision of the teacher-librarian as programs are implemented. As well, as CPP becomes part of a total school program the role of the teacher-librarian may be seen as the essential link to cross curricular cooperation and collegial practice.

Thoughts about Change and Advocacy

Change

The Focus on Learning document, which was received by each school in Alberta in the fall of 1985, asked teachers to work cooperatively and to incorporate resource-based teaching and learning strategies into classroom instruction. Brown (1988) has pointed out that "to ask teachers to change the materials they use for teaching and the teaching approaches they use is to require a change the basic beliefs about how students learn" (p. 12).

Altering teachers' perceptions about their work is not easy. Numerous scholars have argued that teachers possess an enormous capacity to resist change (Goodlad, 1984). There is also reason to doubt whether teachers are willing to surrender classroom isolation for collaborative purposes (Brown, 1990; Fullan, 1991; Rosenholtz, 1989). Academics realize that teachers' attitudes and behaviors are susceptible to change only if, as a result, they perceive themselves as more certain and successful in their practice. The consensus is that change will not occur through isolated inservices, and that teachers need time for guided reflection and integration. I believe this is true and, if one looks at involvement in CPP as an innovation, it must be seen as part of the entire school library program. It is clear that "researchers need to

continue to explore cases of adoption of innovations in order to try to determine which factors are critical for ensuring adoption" (Oberg, 1992, p. 105).

Advocacy

Teacher-librarians have been asked to provide inservice training regarding cooperative program planning and teaching. "If the teacher-librarian doesn't sell the program, no one will" (Haycock, 1982, p.5). Howlett (1983) states that "the teacher-librarian would do well to study sales techniques and incorporate them into efforts to 'sell' a program of cooperative planning and teaching to the classroom teacher" (p. 16). This thought was echoed by one of the participants, Pivnert, who exclaimed that "you guys have hidden your light under a bushel far too long" (p. 14). However, I think that this type of "selling" may not be what teacher-librarians are prepared to do. Hambleton (1979) observed that "school librarians rated high on both original thinking and cautiousness" (p. 7). Some teachers in this study agreed with Hambleton, and mentioned the hesitancy of teacher-librarians in the area of assertiveness. They maintained that the teacher-librarians didn't often initiate the units, but worked instead with those who provided the opportunity. From hearing about positive experiences from colleagues, they hoped that other teachers then would try such a cooperative unit. Barth (1990) states that "educators fear exposing their visions because they fear their visions will violate the visions of others. This will cause arguments and conflicts for everyone" (p. 156). If teacher-librarians are not involved in advocacy for their program, could it be that this cautiousness comes from the unwillingness to make staff uncomfortable by proposing change? In other words, if they perceive their expectations as contrived collegiality, they may be fearful of taking teachers'

time and forcing people together, thus compromising their position. Brown (1988) says that "the position [of teacher-librarian] has neither authority or prestige to create such a demand" (p. 13). Goodlad (1984) recognizes the classroom teacher as the central figure in implementing the curriculum, and points out that school staffs must work together for school improvement. Within the following discussion of connecting collegiality with CPP and the whole school program, I give further thought to the advocacy of the CPP program.

Connections

This study was not designed to produce generalizable conclusions, but was intended instead to provide insights and understandings. The findings have, however, have raised many issues that practitioners may wish to use in light of their own circumstance. In the following section I have examined areas where ideas from the study may be connected to today's schools.

Connecting CPP, People, and Programs

Teachers in this study found the areas of student benefits, collegiality, and the school library program and personnel all of significant importance in their involvement with CPP. I believe that the implication for practice is that these areas cannot be separated. Although CPP was a positive experience for those in this study, is was not seen by the participants as occurring widely throughout their schools. Brown (1988) states that "there is a considerable gap between theory and practice in all areas of curriculum" (p. 9), and in the overall involvement in CPP, this certainly holds true. I would, however, suggest connecting the ideas explored in this study as a possible means to closing this gap.

CPP: The Collegiality Connection

How is cooperative program planning and teaching connected to collegiality? The answer may be found in examining again the nature of collegiality. Sergiovani (1992) has stated that "collegiality cannot be understood in the abstract. What makes two people colleagues is common membership in a community, commitment to a common cause, shared professional values, and a shared professional heritage" (p. 91). Rosenholtz (1991) stated the following:

> Whether or not teachers exchange mutual help depends in large part on harmony of interests within the school. In cohesive settings . . . teachers commit themselves to the goals of student learning and the agreed upon means to achieve them. In these types of schools there is much greater reason for faculty collaboration. Communal goals, problems, and values offer common substance from which to share; and because teachers commit themselves to helping students master basic skills, collaboration may be viewed as a moral imperative to bring such mastery about. (p. 44)

Has cooperative program planning and teaching evolved from mutual acceptance of the goals of student learning and the means to achieve them? Teachers in this study shared goals with the teacher-librarians, and experienced collegial outcomes of professional growth, increased energy, commitment, and pride. I think their experiences exemplify the beginning stages of true, not contrived, collegiality.

Is it possible that other teachers have been introduced to CPP more along the lines of Hargreaves' (1989) idea of contrived collegiality, characterized by "formal, specific bureaucratic procedures to increase the attention being given to joint teacher planning" (p. 6)? As previously stated, teachers in this study recommended advocacy but also understood the hesitancy

of the teacher-librarian to take the risk of sharing a vision. The participants in the study agreed that teachers on their staffs would not be comfortable participating in CPP if they felt that it was a type of forced collegiality similar to that described by by Hargreaves. As Rosenholtz (1991) stated, high consensus schools are those where "teachers appeared to partake in shared school goals because their thoughts were not merely their own, but inspired by a multitude of supportative collegial voices" (p. 206). Teachers must become motivated by the strong belief in common goals and the willingness to work together to attain them. CPP's connection to collegial workplaces may be that teachers who are now working in CPP realize the positive results of working together. Their renewed energy and commitment may convince them to work in even more cooperative situations, with different staff members, thus growth in cooperation would occur throughout the entire school. CPP and the school library program are a natural starting place for wider collegial behaviors, as working together to implement a school library program may provide opportunity for teacher talk, shared goals, and professional growth and commitment.

It is time to move the isolated instances of collegiality found in CPP to a broader scope which would involve more CPP units, and then perhaps include even wider collegial practices throughout the entire school. Perhaps, in order to avoid contrived collegiality, it is the teachers who have had positive experiences with CPP who must become the advocates.

CPP: The Teacher Connection

As discussed earlier, effective teachers work tirelessly to facilitate the best possible experiences for their students. How can more teachers be made aware of the fact that CPP is of benefit to both the student and the school?

Sharing. One way for teachers to learn of the positive outcomes of CPP is for those who have succeeded in CPP to informally share their experience with others. Teacher talk goes a long way. The second way for teachers to learn about CPP is through sharing ideas and methods formally at subject-specific curriculum guides and conferences. The concept of CPP must be articulated to teachers in these places and, to my knowledge, this is seldom done.

It is true that the idea of student research is outlined in programs of study and in teachers' resource manuals at every grade level in Alberta. However, these documents do not strongly mention the idea of cooperative program planning and teaching with the teacher-librarians as a means of achieving these articulated goals. If the concept, benefits, and outcomes of CPP were frequently discussed at subject-specific conferences as well as at teacher-librarians' conferences, there may well be a common perceived need, understanding, and starting point for school-wide implementation. Formal introduction at their conferences would reinforce what is happening in their schools by some staff members. This may be a step in giving teachers the confidence to participate in CPP, and their involvement would lead to greater teacher and school improvement. Their curriculum guides and conference speakers do possess the "authority and prestige" to sew the seeds of change.

Teacher education. Student teachers are becoming aware of the need to promote student-centered education, and of the importance of using a wide array of resources to prepare students for the future. There is a need for prospective teachers to be fully aware of the nature of cooperative program planning and teaching, and how it relates to the school as a community of

learners. This concept need not necessarily be a separate course, but part of other courses which deal with ways to provide quality education for students.

CPP: The School Library Program Connection

The participants in this study spoke of CPP as being a natural outgrowth of curricular goals, but most did not see it as being part of a broad, collegial school vision. In some cases, the planning was done by grade teams, but the teachers were unsure of the involvement the teacher-librarian was to have. In other cases, the participants saw the need for school-wide research and student library goals and realized that developing this continuum would be the next step in their involvement with CPP.

If "teachers commit themselves to the goals of student learning and the agreed upon means to achieve them" (Rosenholtz, 1991), the library program may become more closely connected to school vision and be seen as essential in providing the best education for students. Perhaps then teachers would participate more willingly in the program's development and would see the teacher-librarian as an essential partner in the delivery of curriculum. If collegiality and collegial behaviors are essential to school growth, then I maintain that all schools should endeavor to work together to this end.

Putting it All Together

Research Questions Revisited

Teachers in this study were identified by teacher-librarians as practitioners who successfully planned and taught CPP units. They all

possessed some understanding of what CPP and the research process entailed as defined in Focus on Learning and in Focus on Research. These teachers put in the extra mile so that students would benefit from the quality of the activity, and they saw involvement in CPP as being a rewarding experience for students. In the process, teachers felt that they themselves grew both collegially and professionally. The experiences of these teachers were positive ones, and exemplified a shared leadership within their schools. Findings showed that teachers possessed varying perceptions of the school library program and personnel. Their concerns addressed time, the cost of the program, the role of the teacher-librarian, and the need for advocacy. The participants felt that involvement in CPP increased their desire to be involved ion collegial practices.

Going Forward

I maintain that the school library program and the teaching of CPP units must become an intregal part of a school's total vision, and teachers must perceive the teacher-librarian's primary role as a teaching partner who coordinates this program. If the road to high consensus, "moving" schools lies with the teachers, then the present involvement with CPP may well become the torch which leads the way to building more collegial schools. Perhaps as teachers make the connection between CPP and a strong sense of collegiality within a school, changes in teaching practices will occur. As this happens and teachers see the benefits to themselves, the school, and the students, the concerns of time, costs, role definition, and the need for advocacy might well diminish.

Chapter Summary

The data provided by eight teachers illustrated varied perceptions, understandings, and experiences involving CPP. The stories and insights highlighted what the participants saw as the benefits, concerns, and outcomes of CPP. The study presented the major findings and then concluded with the researcher's thoughts about connections between the major themes, the literature on the subject, and pedagogical practice. Further studies on the place of CPP in school-wide collegial settings are necessary to expand the concept of the nature of CPP and its benefits to students, teachers, and their schools.

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APPENDICES

Appendix A

Initial Letter

Dear _____,

Hello! My name is Lorine Sweeney. I am a master's student in the Department of Educational Administration at the University of Alberta, as well as a part time teacher-librarian in Vermilion. I am writing to invite you to participate in my research study.

The purpose of my research is to seek insight into and understanding about the teachers' perception of cooperative program planning and teaching (CPP). Many researchers have explored areas dealing with collegiality, collaboration, and professional growth. In relation to these studies, I wonder about the teachers' sense of cooperative program planning and teaching with teacher-librarians, and how this collaborative process affects them as professionals.

In my study I will be engaging in conversations with eight teachers who have successfully completed CPP, and I am inviting you to be one of the participants. My plan is to conduct semi-structured interviews with each participant in order to collect data about their perceptions, experiences, and beliefs related to CPP. Each initial interview will last about an hour, and will be audiotaped so that a verbatim transcript can be made. Teachers may also be asked to participate in a second short interview if additional data or clarification is necessary.

I will return the transcripts to the teachers so they can check the accuracy of them, and later ask them to react to my analysis of the interview records. I will then summarize the collected and analyzed data, and share my findings with the participants. These data will provide a framework for the presentation of my findings.

All eight teachers will be referred to by pseudonyms and the answers to interview questions as well as quotations that I may choose to use will be first reviewed and accepted by them. Information will be treated with confidentiality, and teacher names as well as the names of their schools and districts will not be revealed. Also, the teachers have the right to withdraw from the study at any time for any reason.

I am inviting you to participate as one of the eight teachers in my study. As a teacher who has successfully completed CPP, I think research in this area will benefit from your insights. Please feel free to call me with any questions or comments you might have at 853-2772 (H) or 835-4177 (W). I will telephone you about a week after you would have received this letter to see if you are interested in being a participant. Thank you for considering this invitation.

Sincerely,

Lorine Sweeney

Appendix B

Consent Form

I am informed about the purpose and methodology of this research. I realize the information I share with Lorine will be treated with confidentiality, and that my name and those of my school or district will not be disclosed. I understand that I will have the opportunity to review and accept my answers or quotations before they are included in the written presentation of the study. Finally, I understand that my participation is voluntary, and that I have the right to withdraw from this study at any time for any reason.

I, _____, consent to participate in Lorine's study about the teachers' perception of cooperative program planning and teaching.

_____ _____

Signature Date

Appendix C

Interview Guide

1. How long have you been teaching in the school you're now in?

2. Have most of the schools in your experience included a library? A teacher-librarian?

3. We both have done cooperatively program planning and teaching. I know there are some units that stand out in my mind. Can you tell me about one of yours favorite units; perhaps a recent one, or one that you really enjoyed.

   topic
   planning
   delivery
   evaluation
   sharing component

   (probe to get detailed information)

4. (a) I would like to talk of the rewards of CPP. What do you see as the rewards to yourself as a teacher?

   (Discuss, probe for details and clarification)

   (b) What do you see as the rewards to the students?

   (c) What do you see as the costs of CPP?

   (probes as needed)

5. Do you think that CPP has affected your relationship with your students? If so, how?

6. Do you think your perception of CPP has changed over time? (probe for attitudes and meaning)

7. Do you think CPP has affected your beliefs and practice?

8. Lets pretend that a new teacher just joined your staff. How would you explain the meaning of co-operative program planning and teaching? Would you recommend that the teacher participate in such a unit? Why or why not?

    planning
    nature of cooperation and collaboration
    roles of teacher and of librarian

    (probe to get detailed information)